

HISTORICAL  
COLLECTION

*Primary School*

# READING HANDBOOK

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*Department of Education  
Edmonton, Alberta  
September 1969*

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# SYMBOLS USED FOR AUDIO VISUAL MATERIALS:

Film ▶◀      Filmstrip ■      Tape ㄣ



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## CHAPTER I

### A TOTAL READING PROGRAM

#### THE READING PROCESS

One of the essential steps toward increasing the reading efficiency of our young people is to recognize and adopt a definition of reading which is much broader and more comprehensive than that which has often prevailed in the past. Too often instruction in reading was aimed at the development of word-recognition skills, comprehension, speed, and interest in independent reading. Too seldom reading instruction concerned itself with the reader's reactions and the assimilation of the facts and ideas presented. Too infrequently the reader reflected upon the significance of what he read, evaluated it critically, or concerned himself with discovering new relationships based on his various experiences. Essentially, reading is a complex mental process; it involves thinking as well as visual perception. Gray<sup>1</sup> presents a commonly accepted analysis of the reading process in terms of the broader scope of reading. According to his theory, there are four components of the reading process:

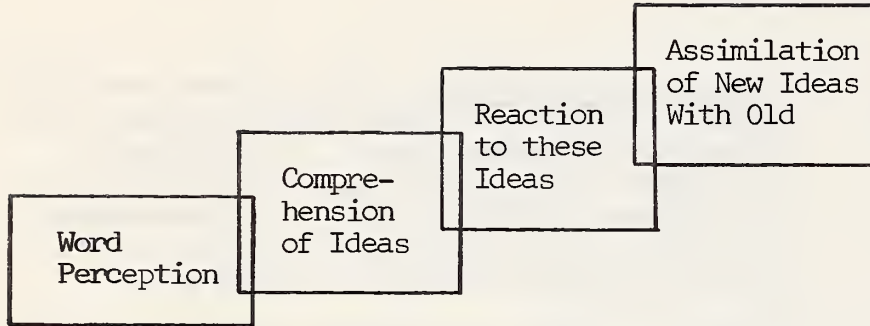
1. Word Perception - This is the process of assigning instantly the appropriate meaning to the word. Word perception means identifying words accurately and associating with each the meaning that the author intended.

2. Comprehension of Ideas - This involves perceiving words in context and fusing their meanings into a sequence of related ideas. At this level, the reader brings to bear upon the printed page his previous knowledge and his past experiences in an effort to gain the ideas and impressions which the author intended to communicate.
3. Reaction to Ideas - This means responding to and reflecting on ideas gained through reading, evaluating these ideas, and accepting or rejecting them on the basis of such evaluation.
4. Assimilation or Integration - This refers to a fusion of new ideas with old; a modification of a reader's behavior. Thus, as the reader assimilates the experiences and ideas obtained through reading and integrates them with those already in his possession, his total experience is broadened.

The four components of the reading process are not only dependent but they are also interrelated. It is rather obvious that word perception is the all-important base of the reading process which affects in turn the other components. On the other hand, what is taken from one reading experience enhances the reader's ability to deal with the next. Diagrammatically, the interdependency and the hierarchy of the four components of the reading process can be shown as follows:

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<sup>1</sup>William S. Gray, *On Their Own In Reading* (Chicago: Scott, Foresman & Co., 1960), pp. 10-13.



Thus, reading is a complex process which involves the perception of words, a thorough comprehension of meaning and feelings, a critical reaction to ideas and information, as well as the integration of all of these into the reader's experience. This process enables a reader to have new insights, to modify his attitudes, and to make judgments in the light of newly-acquired evidence. Furthermore, learning to read is a continuous process and there appears to be no stage in a person's growth and development when the complexities have been completely resolved to the point where reading skills cannot be further improved.

#### A TOTAL PROGRAM FOR SECONDARY SCHOOLS

When reading is viewed as a continuous process, one may no longer assume that the responsibility for promoting reading growth belongs solely in the elementary grades. There are really three major phases of a good overall reading program:

1. Developmental Reading - This phase of the reading program is based on systematic and sequential teaching adapted to the individual

needs and abilities of children. It is a program designed for all students even though they are progressing satisfactorily. Developmental reading has many variables and includes all methods, skills, and techniques that help the individual to progress at his own success rate. Smith and Dechant<sup>2</sup> summarize what many educators believe to be the basic principles of a workable and effective developmental program. According to them developmental reading must:

- a) be an all-school program directed toward carefully identified education goals
- b) be concerned with the social and personal development of each student as well as his growth in the skills, understandings, and attitudes necessary for successful reading
- c) be coordinated with pupil's other communicative experiences
- d) be a continuous program extending through elementary, secondary, and post-secondary levels
- e) be a flexible program that is adjusted at each level of advancement to the wide variations in student characteristics, abilities, and reading needs

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<sup>2</sup>Henry P. Smith and Emarld V. Dechant, *Psychology in Teaching Reading* (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961), pp. 379-380.

- f) provide plentiful reading materials that cover a wide range of difficulty and interest
  - g) provide for continuous measurement and evaluation
  - h) be designed to provide for continuous identification and immediate correction of deficiencies and difficulties encountered by any student
  - i) recognize reading as a process rather than as a subject; reading must be taught on all levels in all subject areas by all teachers
  - j) emphasize reading for understanding and aim to develop flexibility in comprehension and rate in accordance with the student's abilities and purposes and the difficulty levels of the materials.
2. Corrective Reading - This program refers to the frequent classroom use of simple corrective procedures which are administered by the regular classroom teacher as the need arises. Detecting weak points in a child's achievement and helping the child to overcome these weaknesses are integral parts of good instruction and good methodology. Corrective reading is a form of remediation in which the teacher utilizes individual, small group, or class instruction in an effort to overcome certain difficulties in accordance with the needs of the students concerned.
  3. Remedial Reading - Such a program is generally based on careful diagnosis and provides special remedial help for the student with a severe reading disability. In this arrangement, such a student is often transferred

from his regular classroom to a special class or clinic until he shows evidence of being able to keep up with his original instruction group.

#### THE NEED FOR A DEVELOPMENTAL PROGRAM

A developmental reading program is based on the concept of readiness for learning and the sequential treatment of reading skills. The secondary school reading program is based upon the fact that children can continue to extend and to improve their reading abilities beyond the sixth grade. In fact, it is absolutely necessary for students to continue on to higher levels of ability in order to cope with the reading tasks of the junior high school, the senior high school, and modern adult living. The developmental program further assumes that reading skills which are adequate at the sixth-grade level are not necessarily adequate at the ninth-grade level, and that the ninth-grade skills are not necessarily sufficient for the reading demands of the high school, college, or adult life. The developmental program also operates on the assumption that most children do not acquire new reading skills without a planned program of instruction.

A developmental reading program in the secondary school consists of two major aspects. First, there is the developmental-functional aspect which is primarily concerned with the improvement of reading abilities and habits. Second, there is the recreational-enrichment aspect designed to develop permanent interests and appreciations for reading. Although the English program has done much to develop the recreational-enrichment aspect of reading, the developmental-functional aspect has often been neglected. The developmental program must, therefore, pursue aims and objectives which are sufficiently broad in scope to encompass the functional as well as the recreational aspects of reading.

## AIMS AND OBJECTIVES

Establishing the appropriate goals and knowing what they are is a necessary first step in developing a sound reading program. Only then is it possible to select procedures, content, and methods which are relevant to these aims or objectives, cause the student to interact with appropriate subject matter in accordance with good principles of learning, and finally to evaluate the student's performance accordingly. Only the broad, long-range instructional aims will be outlined here. Teachers, however, must realize that these aims must be further broken down into specific aims for use in day-to-day instruction and they must be measurable in behavioral terms.

Among the major objectives of a good secondary school developmental reading program are the following:

1. to increase and enrich meaning vocabulary
2. to expand concepts in all content areas
3. to develop the ability to comprehend and interpret the literal, implied, and inferred meanings in a variety of reading materials
4. to develop critical reading skills
5. to develop the ability to organize the ideas secured through reading and to apply them to new situations
6. to develop the ability to adjust the rate of reading to specific purposes
7. to develop and extend the necessary study skills
8. to develop and extend reading interests and appreciations

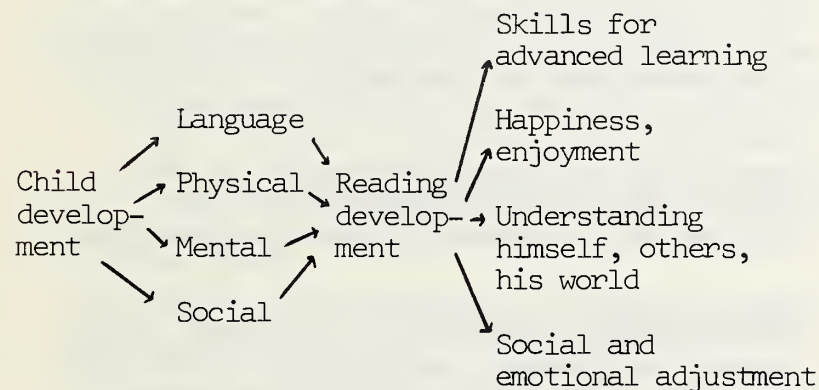
9. to provide guidance and practice in various types of functional reading
10. to promote growth in personal development.

## CHAPTER II

## CHILD DEVELOPMENT AND READING NEEDS

## READING AND CHILD DEVELOPMENT

Various research studies indicate that reading as an integral part of the child's development has implications for his personal and social development as well as for his mental growth. <sup>1</sup>Basically, the child-development theory of reading recognizes the interrelationships of an individual's physical growth, his language development, his general mental development, and his social development with his growth in reading. Diagrammatically, these relationships are shown as follows:




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<sup>1</sup>Ruth Strang, Constance M. McCullough, and Arthur E. Traxler, *The Improvement of Reading* (Toronto: McGraw-Hill Book Company, 1967), pp. 9-11.

It becomes obvious that an adolescent's development in reading depends upon his total development up to that point. It is equally evident that an individual's success or failure in reading will affect his total personality and may largely determine his career development.

Research in child development also suggests a number of generalizations<sup>2</sup> which relate the reading program of the elementary school to that of the secondary school. These are as follows:

1. Children's development of reading abilities is continuous and gradual - Children's ability to read does not appear suddenly nor do their patterns of development occur in precise stages. Any reading program must be planned as a continuous developmental program with no sharp breaks from grade to grade.
2. Most children go through the same patterns of development with an orderly emergence of reading abilities - The order in which various developmental traits appear varies little from one child to another. The content and the methods for reading instruction must, therefore, be organized into sequential patterns.

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<sup>2</sup>David H. Russell, *Children Learn to Read* (Boston: Ginn and Company, 1961), pp. 90-93.

3. Reading development is orderly, but it may proceed at different rates - Studies generally agree that child development is very rapid in the early stages after birth, then slows down, but may accelerate again later in the adolescent period. Not only do students vary among themselves but any one student may vary in the amount and type of reading growth he makes during a given period of time.
4. Children reach the various developmental stages of reading at different times - By the time students reach secondary school, their reading abilities will be greatly varied, and consequently it is especially important to organize a reading program which is sufficiently flexible to make provisions for adjusting both materials and instruction to meet individual needs at various levels and rates of achievement.
5. There seems to be a positive correlation between the patterns of physical, mental, social, and emotional development and their relations to children's reading activities - Generally speaking, the child who has a good mind, a happy home, and a wide variety of concrete and verbal experiences is a high-grade reader of good materials. For the student with limited background and abilities, the reading program must be designed to overcome his deficiencies, promote social adjustment, and provide opportunities for success in reading. Because positive developments are related, a successful reading program must provide the adolescent with worthwhile mental, social, and emotional experiences and thus contribute to his whole-some all-round development.

#### STAGES IN READING INSTRUCTION

Since reading growth is a continuous process, there should be no sharply defined stages in the

instructional program. However, since most students do progress through a similar sequence of reading stages, it is valuable to know what these categories are and where they fall within the continuum of reading development. It is also worthy of note that the range of individual differences at each grade level in the secondary school is likely to span several or even all of the commonly identified stages in reading instruction. Harris<sup>3</sup> identifies five commonly accepted stages in typical reading development as follows:

1. Readiness for Reading - Normally this refers to the pre-reading period which extends from birth to early Grade I. During these years a background of experience is acquired, language ability is increased, desirable work habits are fostered, and certain perceptual skills are developed. However, a thorough understanding of readiness indicates that this is a necessary stage of development not only in the beginning grades but also at the higher levels of achievement. Thus, the secondary school teacher in each subject area must be prepared to help pupils develop readiness for reading specific materials at a level appropriate to their needs.
2. Initial Stage in Learning to Read - In this stage, usually in Grade I, students are introduced to systematic instruction in reading.
3. Rapid Development of Reading Skills - Typically, this stage takes place in the second and third grades. Developmental reading lessons form the major part of the reading program, although functional reading and recreational reading gradually increase in importance. However, as

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<sup>3</sup>Albert J. Harris, *How to Increase Reading Ability* (New York: David McKay Company, Inc., 14th ed., 1961), pp. 14-16.

new skills are required, they must be taught as a part of the overall developmental reading program regardless of the grade level or the subject area in which these needs occur.

4. Stage of Wide Reading - This usually refers to the reading program designed for the fourth-, fifth-, and sixth-grade levels. The developmental reading activities are concerned mainly with the refinement and improvement of skills introduced earlier. This stage is characterized by a broadening scope of reading and a diminishing emphasis upon the mechanics of the reading process. Skills at this stage must also be further developed at the higher grade levels to enable students to keep pace with new levels of interest in leisure reading and with new curriculum demands.
5. Refinement of Reading - As a student progresses through junior high school, senior high school, and on into adulthood, the reading he is expected to do increases both in amount and difficulty. Consequently, a sequential program of developmental reading is required to meet these needs as they occur.

There is a definite need for continued instruction and guidance in reading at these various levels if individuals are to cope successfully with increased reading demands. To a large extent the reading program during the secondary school years continues the sequential development of reading by reviewing, extending, and applying skills learned earlier. During these years special emphasis is placed upon helping the student to grasp new concepts and specialized vocabulary in all subjects. The secondary school reading program also seeks to develop greater skills in word analysis,

reference reading, and interpretation. An effort is made also to raise the student's quality of reading interests and tastes and to develop in him a flexible approach to different kinds of reading material. And finally, study habits become very important, with emphasis on techniques of locating, organizing, and summarizing information.



## CHAPTER III

## ORGANIZING FOR READING INSTRUCTION

## PRELIMINARY STEPS

The first step leading to the establishment of a developmental reading program is the assessment of the reading situation in the school. The staff should investigate and discuss the reading needs, levels, interests and habits of the students. The investigation may be accomplished by both formal and informal methods. The formal approach includes careful examination of cumulative and other records which contain results of reading tests and achievement tests in subject areas as well as an examination of data relating to individual problems and interests. Informal investigation includes observing students in the classroom and in the library and assessing their performance in daily learning situations without using standardized reading tests. Results of the evaluation of the reading situation through both formal and informal methods should be carefully analyzed by the staff and specific reading problem areas identified.

When this initial investigation is completed and the reading situation more clearly understood by the staff, the second step is to organize a Reading Improvement Committee which will meet regularly to discuss various topics relevant to a developmental reading program. Topics for investigation should include:

1. reading tests and testing
2. grouping

- a) by class
- b) within a class
3. improvement of comprehension
4. efficient reading
  - a) rate
  - b) purpose
5. reading methods and materials
  - a) reading labs
  - b) workbooks
  - c) reading machines
  - d) other print and non-print materials
6. the library in a developmental reading program
7. basic reading skills
8. reading skills in the content fields
9. methods of instruction
  - a) development of skills in a core program
  - b) development of skills in content fields
10. recreational-enrichment reading
11. staff responsibilities.

The Reading Improvement Committee should include representatives from the academic, library, guidance, and administrative staffs. The principal is an essential member of the committee. The committee should seek assistance from a reading consultant and other personnel.

From the outset it should be made clear to the staff that every teacher shall be expected to assume some responsibility in the planning of a program and in its implementation. Staff involvement is necessary. Every teacher is responsible for reading skills pertinent to his subject.

The Reading Improvement Committee, as representative of the staff, should report to faculty members regularly. It should assume the role of a study and instructional committee and should also be prepared to make recommendations concerning the establishment of a developmental program. Consideration should be given to the organization of school in-service sessions, or if in-service courses are offered by the school board, the staff should be represented.

Once a staff has become aware of the reading needs of the school, has become somewhat knowledgeable about reading, and has decided that a developmental program is necessary, it must then determine guidelines or criteria for such a program. These should include the following:

1. An effective program provides for three main areas of development:
  - a) basic reading instruction and assistance in the development of skills
  - b) development of reading competency in content fields
  - c) opportunity for growth and enrichment in recreational and interest reading.
2. An effective program involves students in making judgments, in confronting issues and in thinking critically.
3. The program provides for sufficient quantity, quality, and variety of materials to meet the many and varied interests and needs of the students. It utilizes the library as an integral part of the program.
4. Boxed materials, machines and workbooks can only supplement a reading program and cannot be regarded as a program itself.
5. It provides for continuous instruction and application of skills.
6. Within the program, both time and opportunity are provided for students to read.
7. There is provision for regular evaluation of the program and of the students in the program.
8. The program is directed toward specific goals leading to independence in reading.
9. The program is balanced and is therefore concerned with all aspects of reading.
10. It provides for flexibility to enable improvement of the program through modification.
11. It provides for individual reading needs of all students and adjusts instruction and materials to those needs.
12. It involves students not merely as recipients of instruction, but also encourages their participation in identifying their individual needs and in solving their individual problems.
13. It provides guidance in leisure reading.

14. It provides for integration of reading skills with other communications.

It may not be possible to start a developmental reading program immediately. Nevertheless, the staff should decide on a few specific reading areas that should receive attention until such time as the school is ready to launch an all-school program. The areas that could well receive priority for immediate attention are:

1. improvement of reading in content fields
2. vocabulary development
3. improved use of the library
4. improvement of reading for recreation
5. improvement of reading skills
6. improvement of study skills
7. improvement of listening skills.

In content fields alone there is much that can be done long before a major developmental reading program becomes a reality. Teachers, as part of their regular instruction, can help to improve the reading of their students. Most teachers can and should include most of the following:

1. setting a purpose for reading
2. development of skills in using references
  - a) using textbooks as references
  - b) using the parts of a book
  - c) using the dictionary

- d) using library and other references
3. development of meaningful vocabulary
  - a) general
  - b) technical
4. development of comprehension skills
  - a) following directions
  - b) locating information
  - c) getting main ideas
  - d) locating supporting details
  - e) identifying sequence and organization
  - f) making inferences
  - g) applying ideas
  - h) distinguishing fact from opinion and propaganda
  - i) reading critically
  - j) listening
5. development of skills in reading maps, charts, graphs, tables, formulas, diagrams, and other illustrations
6. development of word recognition and word attack skills
7. development of oral reading for specific purposes
8. development of study skills

## 9. development of reading flexibility.

Each of the above requires continuous development and application. Refer to the Table of Contents for further information.

### PLANNING THE PROGRAM

#### 1. Decide on the objectives. These should include the following<sup>1</sup>:

- a) to increase and enrich meaning vocabulary
- b) to broaden concept development in all content areas
- c) to develop the ability to comprehend and interpret the literal, implied, and inferred meanings in a variety of reading materials
- d) to develop critical reading skills
- e) to develop ability to organize the ideas secured through reading and to apply them to new situations
- f) to develop ability to adjust the rate of reading to specific purposes
- g) to develop and extend the necessary study skills
- h) to develop and extend reading interests and appreciations
- i) to provide guided practice in various types of functional reading
- j) to promote growth in personal development.

2. Because the program is developmental, a final decision must be made concerning the roles and responsibilities of the staff. Careful consideration should be given to the appointment of a reading coordinator. The two aspects of the program - developmental-functional and recreational-enrichment - must involve the entire staff but activities and emphasis within the program must be organized and coordinated. Provisions must be made for periodic staff consultations to discuss and evaluate the program and student progress.

3. There must be provision for sufficient time for reading instruction and development. It is recommended that seventy-five minutes per week be allocated for a basic or core program. A language arts program is considered to be one of the most effective means of attaining the objectives of the reading program. Timetable schedules should provide for use of the library, use of materials, and coordination of staff.

4. Careful consideration must be given to grouping. Because the range of levels of ability and achievement in any one class will probably be great, it will be necessary to establish groups within a class and provide that class with materials designed to meet the many interest needs and abilities of the students.

5. Materials should be selected on the basis of how effectively they serve the needs and interests of the students and assist in the attainment of objectives. Again it is emphasized that a variety of materials must be provided.

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<sup>1</sup>Chapter I.

6. The staff must decide on the methods of evaluation, not only of the program but of the individuals within the program. For details of evaluation see Chapter VII.
7. There are four types of communication necessary:
  - a) Communication with Staff - Your colleagues, particularly those who will inherit the students, must be informed about the reading program, about what you have tried to do, what succeeded and what did not.
  - b) Communication with Students - Keep the student fully informed about his progress and how he has improved. He should understand the evaluative procedures used. Communication with the student is necessary if his needs and interests are to be determined. Communication is essential if teachers are to assess adequately what a student really acquired from a program in terms of both skill development and attitude changes.
  - c) Communication with Parents - Parents should become well-informed about the program. Information can be disseminated through newsletters, conferences, and parent-teacher interviews. The report card cannot do this alone. Parental understanding and support will contribute greatly to the success of the program.
  - d) Communication with Central Administration - Administration must be fully informed of the program if its support and encouragement is expected.



## CHAPTER IV

### BASIC READING SKILLS

As reading is developmental in nature, instruction in the basic skills must be given sequentially and purposefully. Planned instruction and practice in increasingly difficult interpretations are necessary to help develop techniques for applying these skills to more complex material.

The reading program should be planned to provide instruction in the skills included in this Chapter, namely:

1. word recognition (where needed)
2. word meaning
3. comprehension
4. study skills
5. reading flexibility
6. listening.

It is essential that adequate materials are provided at appropriate levels. Instructional practices planned on a school-wide basis should provide students with wide reading experiences. These may be selected from the following resource materials:

1. textbooks and reference books
2. workbooks and multi-media materials (basic materials which provide a sequential development of reading skills and practice in using them)

3. basal and supplementary readers
4. reference books (dictionary, thesaurus, encyclopedia)
5. library books (recreational and informational).

An adequate resource center for teachers will provide materials wherein a teacher may find ideas and assistance in planning the reading program. Since no one workbook, textbook, or kit can possibly cover all areas required in the effective development of reading skills, a good resource library would obviate the need for many sets of materials.

WORD RECOGNITION  
(to be taught as needed)

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
I. To establish effective habits in word recognition	<p>A. The student should develop skills in these areas:</p> <p><u>Phonetic Analysis</u></p> <p>1. Variant pronunciation of vowels</p> <p>e.g. a) short vowels-- b) long vowels-- c) diphthongs-- d) digraphs-- e) effects of "r" f) schwa sound--</p> <p>2. Pronunciation of consonants and consonant combinations</p> <p>e.g. a) blends-- b) digraphs-- c) hard and soft <u>c</u> and <u>g</u></p>	<p>The teacher may use any references to teach examples such as those which follow.</p> <p>e.g. bed, fit, hot, hut, etc. e.g. fate, fade, etc. e.g. oi, oy, ou, etc. e.g. au, ei, ie, eu, etc. e.g. bird (burd) e.g. a sound like a short <u>u</u> regardless of which vowel is used: <u>a</u>head, dil<u>i</u>gent, chor<u>u</u>s, diphther<u>i</u>a, etc.</p> <p>e.g. one sound composed of two- and three-letter blends: bl-, cl-, spr-, shr-, etc. e.g. ch, chr, gh, ph, sh, th, wh, ng, qu, x, etc. e.g. cat-city, gat-gem, etc.</p>	<p><i>Basic Goals in Spelling, Grade VII.</i> <i>Dictionary of Canadian English - Intermediate.</i></p> <p><i>Workbook for Tactics I, pp. 27-33.</i></p> <p><i>Basic Reading Skills, pp. 32-42.</i></p> <p><i>Word Attack, Chapters 3, 4, 5, 6.</i></p> <p><i>Phonics We Use.</i></p> <p><i>Be a Better Reader, Books I, II, III, IV.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>d) silent letters-- e) phonograms--</p> <p>3. Pronunciation of open and closed syllables</p> <p>4. Awareness of differences in initial, medial, and final sounds--</p> <p>5. Application of the above skills to spelling as well as word recognition</p>	<p>e.g. <u>k</u>nee, <u>comb</u>, etc. e.g. ending on which a family of words can be built: <u>cat</u>, <u>rat</u>, <u>fat</u>, etc.</p> <p>An open syllable ends with a vowel, e.g. be A closed syllable ends with a consonant, e.g. bet</p> <p>An inventory test which assesses auditory discrimination as a basis for remedial work is useful here.</p> <p>Organize an alphabetical card index or file in which students keep information on new words, e.g. spelling, phonetic spelling, pronunciation, origin root word, affixes, antonym, synonym, meanings, etc.</p>	<p><i>Introduction to Better Reading</i>, Part I, Chapter 2, Part II, Chapter 2, Part III, Chapter 2.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p><u>Structured Analysis</u></p> <ol style="list-style-type: none"> <li>1. Ability to divide a word into prefix, root, and suffix, and knowledge of phonetic changes in spelling</li> <li>2. Knowledge of the principles of syllabication (and the common exceptions)</li> <li>3. Knowledge of, and the ability to apply, principles of intonation</li> </ol> <p><u>Dictionary Skills</u></p> <ol style="list-style-type: none"> <li>1. Use of guide words and alphabetizing skills for rapid location of words</li> </ol>	<p>e.g. pre - vent - ive per - form - ance</p> <p>e.g. <u>sacrifice</u> becomes <u>sacrificial</u> - Stress the importance of the root word in spelling.</p> <p>Outline the six principles of syllabication.</p> <p>Intonation changes meaning, e.g. ob'ject and ob ject' re'cord and re cord'.</p> <p>Provide activities to aid students in locating certain words with reference to guide words only, e.g. <u>plant</u> between <u>palm</u> and <u>plot</u>.</p>	<p><i>Word Attack</i>, Chapters 10, 11, 12. <i>Be a Better Reader</i>, Books I, II, III, IV.</p> <p><i>Basic Reading Skills</i>, pp. 56-63, 144-151.</p> <p><i>Workbook to Tactics I</i>, pp. 34-38, 39-42.</p> <p><i>Phonics We Use</i>. <i>Basic Goals in Spelling</i>, Grade VII.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>2. Knowledge of the use of a pronunciation key: ability to quickly and accurately derive the correct pronunciation of a word</p> <p><u>Sight Vocabulary</u></p> <p>1. Recognition of an increasing number of words by sight through extensive reading, both independent and directed</p>	<p>Give exercises in which the student "translates" phonetic spelling into normal spelling of word and vice versa. Devise team games on this principle.</p> <p>Use "flash" techniques such as cards, T-scope, etc., and timed exercises. Use games - How many words can be obtained from the word EUROPE? Write the names of items of jewellery that begin and end with these letters: r--g, b---ch, n-----e, e-----g, t---a.</p>	<p><i>Reading in the Secondary Schools.</i> Dictionaries.</p>

## WORD MEANING

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	TEACHER REFERENCES AND RESOURCE MATERIAL
I. To use context to select and determine the correct meaning of words	A. Knowledge of the types of context clues and their uses	<p>Some examples of context clues:</p> <p>a) typographical aids</p> <p>b) definition - "Pantomime is the form of acting in which no words are used, only the actions."</p> <p>c) example - "Many <u>exotic</u> dishes such as curry, snails, pigeons' eggs, and larks' tongues were served."</p> <p>d) restatement - "Pantomime, <u>or wordless drama</u>, is a highly skilled art."</p> <p>e) comparison or contrast - "I smiled, but John scowled." "He was not obese; on the contrary, he was quite thin.", etc.</p>	<p><i>Advanced Skills in Reading</i>, Book I, Chapters 3, 13, Book II, Chapter 3, Book III, Chapter 3.</p> <p><i>Introduction to Better Reading</i>, Part III, Chapter 3.</p>
	B. Ability to select and adjust the meaning to the context	Give work on choosing correctly from multiple meanings, homonyms, and correctly accented words.	<i>Tactics in Reading I</i> , pp. 13-16.
	C. Ability to recognize how meaning shifts within larger contexts	Students should discover meanings that have changed over time, e.g. "silly", from author to author, from place to place. (Compare English and American meanings of "lift", "braces".)	<i>Developing Your Vocabulary</i> .

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	TEACHER REFERENCES AND RESOURCE MATERIAL
II. To be able to use the structure of words in order to arrive at their meanings	D. Recognition of words in context of specific school subjects	Students should be made aware that meanings vary: e.g. "graft" in science is different from "graft" in social studies e.g. "conductor" in science is different from "conductor" as an occupation, etc.	
	A. Breaking up compound words	The teacher should explain and demonstrate that some words can be understood as a direct combination of their parts.	<i>Advanced Skills in Reading</i> , Book I, Chapter 4, Book II, Chapter 4, Book III, Chapter 4.
	B. Recognition of prefixes, roots, suffixes, and knowledge of their meaning	Student works with familiar affixes and roots. He learns how prefixes and suffixes can change the root word.	<i>Tactics in Reading</i> , pp. 17-26, 95-100.
	C. Awareness of word origins	Students should use the dictionary to derive word origins and histories.	<i>Word Attack</i> , Chapters 10, 11, 12. <i>Word Origins and Their Meaning</i> .

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	TEACHER REFERENCES AND RESOURCE MATERIAL
III. To be able to use word groups for precise understanding	A. Knowledge of most common antonyms, synonyms, homonyms, homographs	The student should have practice in the use of the Thesaurus, etc.	<i>Roget's Thesaurus. Introduction to Better Reading,</i> pp. 56-57.
	B. Awareness of denotation and connotation of words	Student describes the connotations he has for words, and then compares these with dictionary denotations.	<i>Advanced Skills in Reading,</i> pp. 56-60, 63-67. <i>Tactics in Reading,</i> pp. 47-56. <i>Dictionary of Antonyms and Synonyms.</i>
	C. Knowledge of figurative language	Student should practice selecting and using similes, metaphors, irony, allusion, understatement, etc.	<i>Basic Reading Skills,</i> pp. 100-108. <i>Introduction to Better Reading,</i> Part I, Chapter 6, Part II, Chapter 6, Part III, Chapter 6.
	D. Awareness of sensory imagery	Try to illustrate a descriptive passage; describe how you would feel if you met a wild bull, or won \$10,000 in a contest. Write haiku to condense imagery into crystallized form.	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	TEACHER REFERENCES AND RESOURCE MATERIAL
	<p>E. Recognition and evaluation of the emotional tone of words</p> <p>F. Knowledge of common idiomatic expressions</p> <p>G. Awareness of multiple meanings</p>	<ol style="list-style-type: none"> <li>1. Students should study printed, television, and radio advertising. To whom are these directed? How do they appeal to the emotions?</li> <li>2. Write your own advertisement as in a magazine, television, and radio commercial.</li> <li>3. Examine letters to the editor for emotional language. Convert to fact language.</li> </ol> <p>Students compile list(s) of idiomatic expressions. Ask parents for any expression not common in Canada.</p> <p>Students should aim at competence in selecting the best meaning for a word in the particular context. They should be discouraged from using trite expressions, e.g. "nice", "pretty", etc., by being required to use more specific terms.</p>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	TEACHER REFERENCES AND RESOURCE MATERIAL
IV. To be able to use a dictionary for a supply of varied information about words	A. Familiarity with guide words, cross references, language abbreviations, etymology key, and the use of colloquial, dialect, obsolete, and informal terms and slang	<ol style="list-style-type: none"> <li>1. Devise exercises, games, contests with guide words, abbreviations, etc.</li> <li>2. Have students explain colloquial expressions (e.g. "to feather his nest").</li> <li>3. Compile a "Slanguage Dictionary" as a class project.</li> </ol>	<p><i>Tactics in Reading I</i>, pp. 39-44.</p> <p><i>Be a Better Reader</i>, Books I, II, III, IV.</p> <p>Dictionary.</p>
	B. Awareness of the correct meaning to fit the context	<p>Give exercises in which the student has to select the correct synonym from several to fit the meaning precisely -</p> <p>e.g. The baby <u>walked</u> across the room. (trudged, marched, ran, toddled)</p>	<p><i>Word Attack</i>.</p> <p><i>Introduction to Better Reading</i>, Part III, Chapter 7, Part IV, Chapter 8.</p>
	C. Ability to locate information about words quickly and accurately	<p>Give dictionary drills, <i>Thesaurus</i> exercises.</p>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	TEACHER REFERENCES AND RESOURCE MATERIAL
V. To acquire a deep, broad understanding of words	D. Ability to recognize, construct, judge, and apply good definitions	<p>Teacher and students should explore different types of definition:</p> <ul style="list-style-type: none"> <li>a) general</li> <li>b) synonym</li> <li>c) example</li> <li>d) operational</li> <li>e) differential</li> <li>f) comparison.</li> </ul>	
	A. Recognition of how words function	<p>Student should be able to determine when a word:</p> <ul style="list-style-type: none"> <li>a) denotes - e.g. Grass is---</li> <li>b) describes - e.g. tasty</li> <li>c) gives action - e.g. stealthy</li> <li>d) gives feeling - e.g. smoothly</li> <li>e) calls up images - e.g. home</li> <li>f) summarizes ideas - loyalty.</li> </ul>	

## COMPREHENSION

To become efficient and independent in the learning situation the students learn to gather information from a variety of sources. This information can then be used in a variety of ways and for a variety of purposes.

The ability to isolate main ideas is basic to the comprehension skills. Deliberate effort on the part of the teacher is required to assure

that mere detail is not mistaken for major ideas. Detail is important as it relates to the main idea of a selection or as it assists in reaching a conclusion. It is, therefore, important that the student be equipped with techniques, strategies, and knowledge which will enable him to determine main and subordinate ideas in materials and to assess the relationships which exist between them.

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>A. Ability to Recognize Central Ideas</p> <p>1. Ability to use titles and headings as clues to central idea</p> <p>2. Ability to locate main idea in paragraphs</p>	<p>1. Have pupils make up questions using each heading (useful in learning how to establish purposes for reading).</p> <p>2. Have pupils make up headings for reports and similar materials.</p> <p>3. Have pupils make up their own titles for materials being read.</p> <p>1. Using a paragraph, have students choose a sentence from a given list that expresses the main idea of the paragraph.</p>	<p><i>Advanced Skills in Reading</i>, Books 1 - 3.</p> <p><i>Success in Reading</i>, Books 1 - 6. <i>Tactics in Reading</i>, Book 1. <i>Reading for Meaning</i>, Books 7-9. <i>Effective Reading</i>, Books 1-4.</p>

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>3. Ability to report main ideas concisely and briefly</p>	<ol style="list-style-type: none"> <li>2. Follow the thought from sentence to sentence within the paragraph. The use of key words is a useful technique.</li> <li>3. Find central thought by finding the key sentence.</li> <li>4. Using a series of paragraphs and key sentences, have the students match the sentences with the appropriate paragraph.</li> <li>5. Using a series of paragraphs and several possible headings, one correct, one too broad, and one or two which are misleading or too narrow, have the students choose the correct one to match the main idea of the selection.</li> <li>6. Use information from instruction in English classes on paragraph structure to show students where key sentences are typically located and to show that not all paragraphs have main ideas.</li> <li>1. Show students how to find the words which carry the essential information in sentences and paragraphs. Practice writing telegrams to reduce sentences and paragraphs to essential information.</li> </ol>	<p><i>Breaking the Reading Barrier.</i></p>

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>B. Ability to select details and subordinate ideas</p> <p>1. Understanding of the function of details and of commonly found organized patterns</p>	<p>2. Have students write one- or two-sentence summaries of movies, newspaper articles, selections from books, discussions, or other situations in their personal experience. This helps students learn to express the ideas of others in their own words.</p> <p>1. Present sample paragraphs and analyze them with the students to show the following patterns:</p> <p>a) accumulation of details leading to the main idea (specific to general)</p> <p>b) main idea with details used to expand and clarify (general to specific)</p> <p>c) accumulation of details leading to main idea with further details for clarification (specific to general to specific).</p> <p>2. Sample paragraphs could be diagrammed to show how details relate to the main idea in the above ways.</p>	<p><i>Success in Reading</i>, Book 1.  <i>Reading for Meaning</i>, Books 7-9.  <i>Tactics in Reading I</i>.</p> <p><i>Effective Reading</i>.  <i>Breaking the Reading Barrier</i>.</p>

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
2. Ability to note details	Prepare test questions of the completion, multiple-choice, and/or true-false type to check the ability to note details. This can initially be done by the teacher but it could also be done by students, particularly in relation to textbook materials.	
3. Techniques for noting main idea and details	Use W5 technique (who, what, when, where, why, how) to get main idea and subordinate ideas and details.	Materials from all content areas. Television programs (particularly news and documentary programs).
C. Ability to recognize relationships within types and patterns of writing	<p>1. Introduce each of the following types of writing and have the students arrive at generalizations about the functions of each type:</p> <p>a) exposition - explains or clarifies a fact</p> <p>b) narrative - recounts details of an event</p> <p>c) description - presents physical details or an impression of a subject</p> <p>d) argument - attempts to convince the reader of the truth of a thesis, hypothesis or idea</p>	<p><i>Be a Better Reader Series.</i> <i>Advanced Skills in Reading,</i> Books 1-3.</p>



SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>2. An understanding of the question and answer patterns of ideas</p> <p>3. An understanding of the cause-effect relationship as distinct from chronological or spatial sequence</p>	<p>b) Have the students list the steps of the process or the series of events in order.</p> <p>1. Have students list each question asked in the selection.</p> <p>2. Below each question, write the details that answer that question.</p> <p>1. Commonly used patterns which should be presented to and analyzed with the students include:</p> <p>a) a series of causes leading up to effects</p> <p>b) effects explained by causes.</p> <p>2. Useful application of knowledge about cause-effect relationship can be made in social studies and science.</p> <p>3. The students should be taught to look for words which express cause and effect. The following words are some examples:</p> <p>a) words meaning cause - cause, origin, factor, reason</p> <p>b) words that "cause follows" - because, come from, since, unless, as if, for, an account of</p>	<p><i>Breaking the Reading Barrier.</i></p> <p><i>A Rhetoric Case Book.</i></p> <p><i>How to Study,</i> S. R. A.</p> <p><i>Success in Reading Series,</i> Books 1 - 6.</p>

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>4. An understanding of the comparison relationship</p> <p>(Comparison involves the measurement of two or more subjects according to a criterion or standard. While comparison is generally assumed to be the measurement of <u>likenesses</u>, a comparison can also be made on the basis of <u>differences</u>. The latter, however, is usually termed a contrast.)</p> <p>5. An understanding of the contrast relationship</p>	<p>c) words meaning effect - effect, result, consequence, outcome</p> <p>d) words signalling that "effect follows" - so, therefore, hence, discover, originate, as a result of, for that reason.</p> <p>1. Given a comparison in a paragraph or series of paragraphs, have the students list the standard being used as a measurement and the subjects being compared.</p> <p>2. In terms of the standard, have the students briefly list all the likenesses noted.</p> <p>1. Have the students divide a paper into two or more columns and use the subjects being contrasted as headings for these columns.</p> <p>2. Below each subject, list the contrasting points given in a paragraph or article.</p>	

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>6. An understanding of the relationship of analogy</p> <p>(Analogy is a very special kind of comparison where an unfamiliar, difficult and/or abstract subject is compared to something familiar and easy.)</p> <p>7. An understanding of the the general-specific relationship</p>	<ol style="list-style-type: none"> <li>1. Given examples of analogy in sentences and paragraphs, the students should learn that analogy has the function of clarification, simplification, and illustration, but does not serve as proof.</li> <li>2. In order to get any meaning from the sentence or paragraph using analogy, the student must learn that he first must have a very clear understanding of what the supposedly familiar or simple subject is. Otherwise, it will give him little or no information about the other subject involved in the comparison.</li> <li>3. Analogies should be analyzed as to their accuracy and simplicity. Those that are too complex, or that are inaccurate, yield misleading information.</li> </ol> <p>Several organizational variations of this relationship of ideas are possible and students should become competent in recognizing these patterns:</p> <ol style="list-style-type: none"> <li>a) a series of specifics leading to a stated generalization</li> <li>b) a generalization followed by a series of specifics</li> <li>c) a series of specifics leading to a generalization followed by further specifics</li> <li>d) a series of specifics implying an unstated generalization.</li> </ol>	

<p>SKILLS REFERENCE AND RESOURCE MATERIAL</p>	<p>SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES</p>	<p>SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL</p>
<p>8. An appreciation of the inductive and deductive presentation of ideas</p> <p>9. An understanding of class relationship in presentation of ideas</p> <p>(A class relationship exists when a subject or subjects are placed in a class or category. In turn, that class can be placed in wider classes. A corollary analysis procedure is a division relationship where a class or whole is resolved into subclasses or smaller units. Both classification</p>	<p>These organizational patterns of ideas can be usefully studied in relation to general, specific relationships and to the study of main idea and details:</p> <p>a) deductive pattern - a generalization or main idea is followed by specifics or details</p> <p>b) inductive pattern - specifics or details lead to a generalization or a main idea.</p> <p>Using sample paragraphs of the classification and the division relationship, have the students diagram the relationship of ideas found in each paragraph. The diagramming should be useful in demonstrating how the relationship in classification proceeds in a different direction from that found in division.</p>	

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>and division express the relationship of a part to whole, of subclass to class, or of member to class. However, the development of the relationship proceeds in different directions.)</p> <p>E. Ability to read critically</p> <p>1. Criteria for evaluating the "credentials" of an author</p>	<p>1. Develop, with the class, criteria for assessing the competency of an author including - author's background, position, experiences with the subject, particular prejudices, style of writing, publication and/or copyright date.</p> <p>2. Have students apply criteria to authors of textbooks, reference books, current books, and articles being used in school. Use such references as <i>Men of Science</i> and <i>Who's Who</i> for some of the information required.</p> <p>3. List authorities in specific areas and discuss whether or not their writing should be accepted. Have students give reasons for their decisions.</p> <p>4. Present a series of statements. Have the students decide who is best qualified to make each statement or have them choose the most likely author from a list of representatives of occupations.</p>	<p><i>Teaching Reading in the High School.</i> <i>The Art of Critical Thinking.</i></p> <p><i>Be a Better Reader Series.</i> <i>Effective Reading,</i> Books 1 - 4.</p>

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
2. Ability to find relevant, valid information on a topic	<ol style="list-style-type: none"> <li>1. Analyze written selections in various subject areas to arrive at the factual content of each and to determine whether conclusions drawn, if any, follow logically from the facts presented.</li> <li>2. Present an idea or topic to the class. Have the pupils find relevant and irrelevant and valid and invalid information concerning the topic. Have the students attempt to write up the topic using the various kinds of information they have gathered.</li> <li>3. Present a series of statements. Have the students analyze each statement to determine what is fact and what is opinion.</li> </ol>	Content area textbooks.
3. Ability to compare different views on a subject	<ol style="list-style-type: none"> <li>1. Find differing views on a topic and present these to the class. Discuss which are the most valid and why. (Include assessment of authors' credentials and also analysis of each passage to find the factual information in each.)</li> <li>2. Compare the style of writing (objective, subjective, or a combination of both) of various authors and determine the strengths and weaknesses of each style.</li> <li>3. Compare newspaper reports and editorials on controversial issues. Have students attempt to determine the bias of each paper or reporter.</li> </ol>	Newspaper reports and editorials. Content area textbooks.

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
4. Ability to detect propaganda devices	<ol style="list-style-type: none"> <li>1. Present and discuss examples of the following propaganda techniques - quotations taken out of context; truthful but incomplete statements; testimonials; "band wagon" techniques; the "common touch" or plain folks technique; use of glittering generalities; name calling, card-stacking; equivocation and false references; transfer.</li> <li>2. Have students find examples of each propaganda technique.</li> <li>3. Have students write their own advertisements to illustrate some of the propaganda techniques.</li> </ol>	<p>Newspaper advertisements and television and radio commercials.</p> <p><i>Reading Instruction for Today's Children.</i></p>
5. Ability to recognize fallacies of classical logic	<ol style="list-style-type: none"> <li>1. Present, analyze and discuss examples of the following fallacies:               <ol style="list-style-type: none"> <li>a) false assumptions made or implied by author</li> <li>b) exceptions overvalued or ignored</li> <li>c) begging the questions by wrongly assuming the conclusion is proved, or by so framing a question that a direct answer involves admission of the assumption</li> </ol> </li> </ol>	

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>d) irrelevant argument for the purpose of confusing thinking</p> <ul style="list-style-type: none"> <li>- you're another (tu quoque)</li> <li>- argument against the man (ad hominem)</li> <li>- appeal to popular prejudice (ad populum)</li> <li>- appeal to reverence, authority, prestige (ad verecudiam)</li> <li>- appeal to pity (ad misericardiam)</li> <li>- appeal to the purse</li> <li>- red herring technique</li> </ul> <p>e) introduction of non-sequiturs</p> <p>f) misuse of analogy.</p> <p>2. Have students analyze articles on controversial issues to find if any logical fallacies are used (controversial political issues are good sources).</p> <p>3. Have students write some of their own examples of argument involving fallacious logic.</p>	

## STUDY SKILLS

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	A. Selection and evaluation of material	<ol style="list-style-type: none"> <li>1. The student should:               <ol style="list-style-type: none"> <li>a) be given practice in picking out important points, main ideas</li> <li>b) be able to look at all ideas, evaluate, choose the main one</li> <li>c) define the purpose for reading this material and so decide whether to use rapid reading, skimming, or intensive reading techniques.</li> </ol> </li> <li>2. Teach the students to pick out the main idea:               <ol style="list-style-type: none"> <li>a) by oral discussion</li> <li>b) by diagramming</li> <li>c) by outlining.</li> </ol> </li> </ol>	<i>Be a Better Reader Series.</i>
	B. Organizing what has been read	<ol style="list-style-type: none"> <li>1. Students should look for relationships between main and subordinate ideas.</li> <li>2. Ideas should be arranged in logical order - by sequence, etc.</li> </ol>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>C. Organizing what is written</p>	<ol style="list-style-type: none"> <li>1. Notebooks should be in orderly sequence, legibly written:               <ol style="list-style-type: none"> <li>a) Pages should be numbered; if additional pages are added at a later date, they may be numbered 4a, 4b, etc.</li> <li>b) Work should be dated each day for easy reference.</li> </ol> </li> <li>2. Teachers should try to instill in the student that organization is the key to effective study.</li> <li>3. The school staff or subject department should agree on the format or "layout" of notebooks.</li> <li>4. Outlining is a basic tool of organization and study.</li> </ol>	
	<p>D. Recalling what has been read</p>	<p>Give some "gimmicks" and ideas for remembering:</p> <ol style="list-style-type: none"> <li>a) SQ3R or P.Q.R.S.T.</li> <li>b) "gimmicks" - rhymes, mnemonics, etc.</li> <li>c) charts, flash cards, time lines, etc.</li> <li>d) outlines, précis, summaries.</li> </ol>	<p><i>Handbook,</i> S. R. A.</p> <p><i>Reading Study Skills.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	E. Locating information	<p>Have students discuss and use references. If necessary, give exercises in their use:</p> <ul style="list-style-type: none"> <li>a) table of contents</li> <li>b) index</li> <li>c) preface</li> <li>d) glossary</li> <li>e) copyright data, especially mathematics and science books</li> <li>f) date of publication</li> <li>g) dictionary (guide words and/or first three letters of first and last words on that page)</li> <li>h) encyclopedia</li> <li>i) library card catalog</li> <li>j) <i>Canada Year Book</i></li> <li>k) almanac</li> <li>l) <i>Roget's Thesaurus</i></li> <li>m) atlas</li> <li>n) magazine articles - <i>Readers' Guide, Canadian Periodical Index.</i></li> </ul>	<p><i>How to Study, S. R. A.</i> <i>Reading in the Secondary School.</i></p> <p><i>Improving the Teaching of Reading.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	F. Following directions	<p>Give exercises in both reading and listening to directions:</p> <ul style="list-style-type: none"> <li>a) Reading directions in all content materials, and especially mathematics and science.</li> <li>b) Show how to read directions for key words which tell student what to do.</li> <li>c) Teach listening for key words.</li> </ul>	
	G. Study and review	<ol style="list-style-type: none"> <li>1. Discuss the "forgetting curve". Stress review within twenty-four hours:               <ul style="list-style-type: none"> <li>a) Spaced review.</li> <li>b) Intensive review.</li> <li>c) Students use of several senses in review - read, write, read aloud to hear, etc.</li> <li>d) Materials and equipment should be organized for review.</li> </ul> </li> </ol>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<p>2. Teacher should check:</p> <ul style="list-style-type: none"> <li>a) physical conditions               <ul style="list-style-type: none"> <li>- of person (fatigue, concentration span)</li> <li>- of study area (lighting, heat, space, etc.)</li> </ul> </li> <li>b) emotional condition of student and stress               <ul style="list-style-type: none"> <li>- adequate rest</li> <li>- adequate and balanced diet</li> <li>- study schedule.</li> </ul> </li> </ul>	
	H. Test-writing techniques	<p>1. Study various types of examination questions:</p> <ul style="list-style-type: none"> <li>a) the essay-type question</li> <li>b) the objective-type question - multiple choice, true-false, matching, completion.</li> </ul> <p>2. Stress that students should check each question and allocate time according to the value assigned to each.</p>	<i>Effective Reading.</i>



GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<p>2. Teacher should check:</p> <p>a) physical conditions</p> <ul style="list-style-type: none"> <li>- of person (fatigue, concentration span)</li> <li>- of study area (lighting, heat, space, etc.)</li> </ul> <p>b) emotional condition of student and stress</p> <ul style="list-style-type: none"> <li>- adequate rest</li> <li>- adequate and balanced diet</li> <li>- study schedule.</li> </ul>	
	H. Test-writing techniques	<p>1. Study various types of examination questions:</p> <p>a) the essay-type question</p> <p>b) the objective-type question - multiple choice, true-false, matching, completion.</p> <p>2. Stress that students should check each question and allocate time according to the value assigned to each.</p>	<i>Effective Reading.</i>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	I. Understanding the purpose of examinations	<ol style="list-style-type: none"> <li>1. Reviews with students:               <ol style="list-style-type: none"> <li>a) appropriate study techniques</li> <li>b) purposes served by examinations.</li> </ol> </li> <li>2. Many of the study skills are taught continuously - comprehension and the reading of symbols and illustrations. A skill is involved in every aspect of each subject in the curriculum.</li> </ol>	



GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		3. Recalling detail in logical sequence: a) time b) space c) logic. 4. Analyzing the material: a) use SQ3R* b) PQRS**. 1. The student reads the article to assess the difficulty level (very hard, very easy scale). 2. Find the topic. 3. Check the length of sentences, syllables, etc. Assess materials on your "very hard - very easy" scale.	<i>The Art of Critical Thinking.</i>  *See S.R.A. Kit <i>Handbook</i> . ** See Macmillan's <i>Reading Study Guide</i> .  <i>Reading Evaluation.</i>
	C. Ability to adjust the rate of reading to the difficulty of the material		

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>D. Ability to adjust the rate of reading to the number of new concepts introduced</p> <p>E. Use of reading flexibility skills above in study, enjoyment, and rapid reading</p>	<ol style="list-style-type: none"> <li>1. Preview:               <ol style="list-style-type: none"> <li>a) the title</li> <li>b) the readings</li> <li>c) the author's name.</li> </ol> </li> <li>2. Skim:               <ol style="list-style-type: none"> <li>a) first and last paragraphs</li> <li>b) first and last sentences in other paragraphs.</li> </ol> </li> <li>3. Scan:               <ol style="list-style-type: none"> <li>a) key words .</li> </ol> </li> <li>4. The student should rate his familiarity with the material from "very familiar" to "not familiar". This determines his reading rate.</li> </ol> <ol style="list-style-type: none"> <li>1. Study techniques should be practiced by the student:               <ol style="list-style-type: none"> <li>a) set purpose for study</li> <li>b) preview questions</li> <li>c) look for main ideas by skimming</li> <li>d) look for details</li> </ol> </li> </ol>	<p><i>Be a Better Reader Series.</i>  <i>Breaking the Reading Barrier .</i>  <i>Reading Study Guide Series.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<p>e) summarize</p> <p>f) test.</p> <p>2. When reading for enjoyment, student should:</p> <p>a) read quickly</p> <p>b) note ideas worth recalling.</p> <p>3. For rapid reading, student should answer self-set questions. (See Section "To Increase the Rate of Reading".)</p>	

## TO INCREASE THE RATE OF READING

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>A. Ability to use the five speeds adequate for most types of reading</p>	<p>Provide practice in the following skills:</p> <ul style="list-style-type: none"> <li>a) scanning - looking for one specific name, date, key word</li> <li>b) skimming [of chapter(s)] - to get author's main ideas and supporting details               <ul style="list-style-type: none"> <li>- most rapid and most complex of all reading rates</li> <li>- "skip with judgement" - instantaneous recognition of main ideas, transitional paragraphs, illustrative paragraphs, definitive paragraphs, summary paragraphs, etc.</li> </ul> </li> <li>c) rapid reading - fastest rate at which every word in the selection may be read               <ul style="list-style-type: none"> <li>- reading assignment is paced or timed, forcing the student to read as rapidly as possible, reading every word in the selection</li> </ul> </li> </ul>	<p>Mechanical aids.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	B. Ability to increase reading speed	<p>d) intensive reading - rate for material that requires slow, careful reading and rereading</p> <p>- more time should be devoted to the art of careful, critical reading and rereading than to speed reading</p> <p>e) recreational reading</p> <p>- for personal enjoyment - no striving for special rate or time limit.</p> <ol style="list-style-type: none"> <li>1. Convince student that greater speed in reading is worthwhile and that he should work towards that objective.</li> <li>2. Have student read as much easy, interesting material as possible. The student learns to read by reading.</li> <li>3. Encourage daily practice.</li> <li>4. Encourage student to build up a background of information.</li> <li>5. Encourage student to improve his vocabulary.</li> <li>6. Suggest use of mechanical aids where possible.</li> </ol>	<i>Reading in the Secondary Schools.</i>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<ol style="list-style-type: none"><li>7. Suggest that students keep a record of progress day by day.</li><li>8. Students should have a clearly formulated purpose for reading.</li><li>9. Students should include many skimming exercises in their program.</li></ol>	

## LISTENING

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
I. Literal interpretation	<p data-bbox="413 335 787 397">A. Ability to absorb literal content by:</p> <p data-bbox="544 432 823 525">Using the four skills of concen- tration</p> <p data-bbox="544 1044 823 1105">Listening for the main ideas</p>	<p data-bbox="930 432 1532 494">Students should know and practice the four skills of concentration:</p> <ul style="list-style-type: none"> <li data-bbox="930 529 1518 591">a) Anticipate what the speaker will say before he says it.</li> <li data-bbox="930 626 1518 719">b) Note the adequacy with which the speaker supports each of his points.</li> <li data-bbox="930 754 1518 847">c) Mentally review, after each main point in his talk, the material already covered.</li> <li data-bbox="930 882 1518 944">d) Listen "between the words" for additional meaning.</li> </ul> <p data-bbox="930 1044 1419 1105">Students should understand and practice:</p> <ul style="list-style-type: none"> <li data-bbox="930 1141 1498 1449">a) word meanings, by <ul style="list-style-type: none"> <li data-bbox="995 1202 1240 1233">- using context</li> <li data-bbox="995 1268 1459 1299">- using synonyms and antonyms</li> <li data-bbox="995 1335 1300 1365">- classifying words</li> <li data-bbox="995 1401 1498 1449">- pointing out similarities and differences</li> </ul> </li> </ul>	<p data-bbox="1558 432 1896 525">Textbooks and secondary references. Newspapers.</p> <p data-bbox="1558 529 1936 776"><i>Be a Better Reader.</i> <i>Reading Study Guide.</i> <i>Breaking the Reading Barrier.</i> <i>World Book Encyclopedia,</i> Book 19. <i>Reading in the Language Arts.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>Using context clues to understand</p>	<p>b) phrase meanings in sentence context, idioms, colloquialisms</p> <p>c) sentence meaning in paragraph context</p> <p>d) paragraph meaning</p> <p>e) multi-paragraph meaning</p> <ul style="list-style-type: none"> <li>- summarize - list important points, ideas</li> <li>- outline - main and related ideas</li> <li>- précis - find main points; rewrite them coherently in own words.</li> </ul> <p>Student should listen to definitions, classifications, etc., in order to:</p> <p>a) identify what is happening</p> <p>b) ask himself, "How can I use this information?", "Could I repeat what he is saying?"</p> <p>c) make a good report for someone else (best exercise).</p>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
II. Critical interpretation	Listening for details	<p>Student should listen for details of:</p> <ul style="list-style-type: none"> <li>a) chronological sequence</li> <li>b) spatial pattern</li> <li>c) details supporting main points.</li> </ul>	
	A. Recognizing techniques:	<p>All speakers seek to sell us something to control our beliefs, our actions, even our value systems. We must build some kind of self-defence against the waves of their propaganda which beset us.</p> <p>The students should have practice in recognizing the propaganda devices as listed on page 37.</p>	<p><i>Be a Better Reader</i>, Books, I, II, III, IV, V. Newspapers - letters to the editor, editorials, etc. Magazines - <i>Life</i>, <i>Time</i>, etc. Advertising in papers and magazines, on television and radio.</p> <p>Political broadcasts. <i>Speaking &amp; Listening</i>.</p>
	<p>Distinguishing fact from fiction</p> <p>Drawing inferences and conclusions</p>	<p>The student should have knowledge of the many fallacies of classical logic which confuse the listener:</p> <ul style="list-style-type: none"> <li>a) false assumptions are made or implied by the speaker or listener</li> </ul>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
III. Appreciative listening	<p>Weighing and evaluating the speaker's evidence</p> <p>Listening in terms of past experience</p> <p>Listening for relationships</p> <p>Analyzing critically what is being said</p>	<p>b) exceptions are overvalued or ignored</p> <p>c) begging the question by assuming (wrongly) that the conclusion is proved, or by so framing a question that a direct answer involves admission of the assumption</p> <p>d) introduction of irrelevant argument for the purpose of confusing thinking; all the classical types occur as listed on page 38.</p>	<i>Speaking &amp; Listening.</i>
	<p>A. Practicing the three levels of appreciation:</p> <p>Sensuous (lowest)</p> <p>Combination of subjective and objective reaction to the presentation</p>	<p>The teacher should point out the pleasant effect of certain tones, rhythms and imagery.</p> <p>A more intellectual type of pleasure depends on:</p> <p>a) our comprehension of the presentation</p> <p>b) the quality of presentation</p>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>Consciousness of form or style - response is to technical elements of presentation (highest)</p>	<p>c) the nature of the general listening situation.</p> <p>Students notice:</p> <p>a) the author's organization</p> <p>b) the author's technique in creating certain effects</p> <p>c) peculiarities of the author's style.</p> <p>We can take five steps to enhance life's meaning and satisfaction:</p> <p>a) identify the things we like most</p> <p>b) verify why we like them</p> <p>c) notice how they affect others</p> <p>d) explore curiously</p> <p>e) read and consult.</p> <p>The teacher should convince the students that appreciative listening depends on a willingness to learn and on conscious voluntary endeavour to deepen understanding by broadening the range of personal experience.</p>	

## CHAPTER V

## READING IN THE CONTENT FIELDS

Teachers have tended to regard the teaching of reading as a unique function of the elementary school. However, in view of current trends toward inquiry, independent study and student involvement in the learning process, effective reading at the secondary school level has become a critical tool for learning. Although the skills which the elementary student has mastered are adequate for the type and range of materials at the elementary level, these alone will not enable him to meet the more sophisticated reading required at each grade throughout the secondary school. The student is called upon to read more widely and more perceptively in each subject area. He encounters increasingly detailed and difficult materials and more complex technical vocabulary. He finds that he reads for purposes requiring a more mature outlook than he experienced at the upper elementary levels. He draws upon an expanding range of skills as he reads for information, for literal comprehension, for interpretation and evaluation. He learns to establish purpose for reading and to adjust reading rate to each type of reading.

Reading should be taught as a continuous and developmental process in the secondary schools. Where possible, a reading teacher or a language arts teacher should assume responsibility for teaching basic reading and study skills. It is imperative that each subject teacher reinforce instruction in these skills as the need arises, and structure learning experiences in his subject area so that students are able to apply the

skills they have learned. In the reading program all teachers should share responsibility in assisting each student to become as competent in reading as possible. The subject teacher should assume responsibility for the technical vocabulary in context so that students may understand the concepts being developed. He assumes responsibility for teaching those skills which are unique to his particular subject. He assists students in becoming increasingly efficient in work habits and study skills.

This chapter outlines procedures and instructional practices which will enable teachers in the content field to aid students in becoming more efficient and competent readers in the areas of literature, social studies, mathematics, or science.



## READING IN LITERATURE

Different forms of literature are read for different purposes. As the student reads he must learn to adapt his method of reading to the particular literary form (story, exposition, essay, poetry, drama, and fable). Although different forms may call upon different combinations of the basic reading skills, emphasis is continuously placed upon interpretation, critical reading, and creative reading.

Learning experiences should guide students to:

1. identify the characteristics of different patterns of writing
2. sense the purpose for reading each pattern
3. apply appropriate skills to the pattern
4. extend experiences in word recognition, word meaning, comprehension and evaluation.

It should always be kept in mind that the primary purpose of literature is to provide the student with an enjoyable experience.

## READING SKILLS IN LITERATURE

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
I. To develop vocabulary	<p>A. Word attack skills:</p> <ol style="list-style-type: none"> <li>1. knowledge of phonetics</li> <li>2. structural analysis</li> </ol> <p>B. The ability to derive word meanings:</p> <ol style="list-style-type: none"> <li>1. from context</li> <li>2. from the dictionary</li> </ol> <p>C. The ability to deal with unusual, archaic, and foreign words</p>	<p>Have the student:</p> <ol style="list-style-type: none"> <li>a) teach, in context, basic phonetic principles as needed</li> <li>b) teach, in context, structural word analysis, syllabication, prefixes, suffixes, roots, compound words, and word origins.</li> </ol> <ol style="list-style-type: none"> <li>1. Practice in approximating word meanings from the sentence containing the word and/or related sentences as needed.</li> <li>2. Practice in choosing a relevant and exact meaning from dictionaries.</li> </ol> <p>Teach, in context, noncurrent words as part of the setting and color in literature:</p> <ol style="list-style-type: none"> <li>a) In a longer work, rules of foreign pronunciation are sometimes of interest.</li> <li>b) The derivation and evolution in meaning of foreign words is often relevant to full literary appreciation.</li> </ol>	<p><i>Word Attack.</i> Dictionaries.</p> <p><i>Secondary School Reading Handbook</i> - Chapter 4. Dictionaries.</p> <p>Dictionaries.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>D. An understanding and appreciation of descriptive language:</p> <ol style="list-style-type: none"> <li>1. idioms</li> <li>2. informal English</li> <li>3. dialect</li> <li>4. literary allusions</li> <li>5. figures of speech</li> </ol>	<p>Students should translate idiomatic language into literal language as the occasion arises.</p> <p>Translation of dialect or formal English from a literature selection under study into everyday English. Conversely, students may parody unusual styles.</p> <p>When literary allusions are encountered, e.g., Greek mythology, students should be encouraged to research their meanings and relevance.</p> <p>Students should be made to realize the function of figures of speech as more vivid language. Some detailed work on figures of speech might be undertaken as they occur in selections under study.</p>	<p>The recommended literature anthologies.</p>
<p>II. To develop comprehension: basic thought relationships</p>	<p>A. The ability to gain literal meaning of a selection</p>	<p>Skills "A" and "B" should be taught simultaneously. The student should:</p>	<p>The recommended literature anthologies.</p>



GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>III. To develop reading skills for use in the study of special literary forms</p>	<p>A. Reading of poetry for the general impression</p> <p>B. Reading of poetry for rhythm and music</p> <p>C. Reading of drama:</p> <ol style="list-style-type: none"> <li>1. with expression and in character</li> <li>2. to understand production directives</li> </ol>	<ol style="list-style-type: none"> <li>6. Have the students analyze the plot for ascending and descending action, basic conflict, climax, cause and effect, etc.</li> <li>7. Have the students discuss the purpose of the work as moral lessons, social indictments, satire, humorous enjoyment, escape, etc.</li> </ol> <p>Short, lyric poems or sonnets could be read orally for mood and sensory effect.</p> <p>Have students point out how the rhythm matches the material or sets the mood.</p> <ol style="list-style-type: none"> <li>1. Have students read orally, in class, with high participation assured by changes of readers and breaks for discussion.</li> <li>2. Discussion for the comprehension of production directives.</li> </ol>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	D. Reading for aesthetic appreciation and enjoyment	Choice by the teacher or students of material relevant to the age group, interest, and ability of the students.	
IV. To develop discrimination in the choice of literature	<p>A. Development of personal standard by which to judge literature; students will learn to enjoy selections which have:</p> <ol style="list-style-type: none"> <li>1. effective style and technique</li> <li>2. plot - trite or original</li> <li>3. characters - stereotype or genuine</li> </ol>		

## READING IN THE SOCIAL STUDIES

Reading has a vital role in current methods of teaching social studies. Inquiry and problem-solving techniques now require that the student develop a set of sophisticated reading skills. He must be proficient in the use of research practices if he is to become competent in his role of gathering, interpreting, applying, and evaluating information. These are highly essential to the development of the students' mental processes.

Much of the social studies content is complex. Many concepts are abstract and are further complicated by conflicting value systems, the absence of absolutes and remoteness in time and place. It becomes increasingly important that students are able to read critically, to think critically, and to reach reliable and valid conclusions about the issues and the forces which are shaping our society today. The ability to read is crucial in achieving this goal. The teacher of social studies is a reading teacher if his teaching is contemporary in content and in methods.

Each subject area calls upon reading skills which are particular to that discipline. It should be stated emphatically that these skills are not mastered through incidental learning, or as part of the maturing process. Each subject area requires a carefully planned and developed reading skill program, where skills are consciously taught and practiced:

1. word recognition
2. vocabulary development
3. concept development

4. ability to read for a purpose
5. skill in using parts of a book
6. skill in locating and using many sources
7. ability to gain accurate information from graphic aids such as maps, charts, graphs, etc.
8. ability to note main ideas and supporting detail
9. ability to organize ideas derived from reading
10. ability to read critically; interpreting and appraising the passage read, drawing conclusions, and recognizing propaganda
11. ability to see cause-effect relationships
12. ability to vary speed to suit purpose
13. ability to apply what is read to problems of individuals and society
14. desire to read widely for pleasure and information.

## READING SKILLS IN THE SOCIAL STUDIES

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
I. Word recognition	<p>A. Use of context</p> <p>B. Use of word structure</p> <p>C. Use of the dictionary - pronunciation, derivation, denotation, connotation</p>	<p>Obtain meaning from setting.</p> <p>Recognize compound words; stress syllabication, inflectional endings, root words, prefixes, suffixes as needed.</p> <p>1. Devise activities involving alphabetical order, word meaning, word origin, and pronunciation as needed.</p> <p>2. Give attention to the pronunciation of foreign words. (Refer to Chapter IV for expansion of the above.)</p>	<p><i>Elementary Reading Handbook.</i></p> <p><i>Be a Better Reader Series.</i> Dictionary. Text. References. Glossary.</p> <p><i>Secondary School Reading Handbook,</i> Chapter IV.</p>
II. Vocabulary development	A. Mastery of specialized vocabulary	Word lists or alphabetized cards can be developed as a class activity, giving pronunciation, derivation, meaning, and use in sentence.	<i>Be a Better Reader Series.</i>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIALS
	<ol style="list-style-type: none"> <li>1. Abstract words</li> <li>2. Current terms and phrases</li> <li>3. Unfamiliar combinations</li> <li>4. Metaphorical expressions</li> </ol>	<p>"Democracy", "communism", "integrity", etc., must be carefully developed by providing concrete examples and establishing precise meaning where possible.</p> <ol style="list-style-type: none"> <li>1. The media coin new words and phrases which have particular meaning, e.g., "credibility gap", "hawk", "dove", "escalation", "peaceful coexistence", etc.</li> <li>2. Study origins and wider meanings.</li> </ol> <p>In a social studies setting, meaning is often altered, requiring careful analysis and definition, e.g., density of population might be associated with the intelligence of people; "cabinet minister" might be associated with furniture and clergyman.</p> <p>"Iron curtain", "tariff wall", etc., should be clarified.</p>	<p>Recommended texts. Dictionary. References.</p> <p>Periodicals. Newspapers.</p> <p>News media.</p> <p>Current affairs magazines.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
III. Comprehension	5. Function words	Small words such as since, unless, therefore, while, etc., often establish significant meaning.	
	6. Shift in meaning	The contemporary meanings of words such as "riot" and "demonstration" differ considerably from their historical meanings.	Historical dictionary.
	A. Recognize main ideas and supporting detail.	Teach students to locate key words in a sentence, then key sentences in a paragraph. From this the main idea can be derived. This could be continued in order to recognize main thoughts and generalizations in entire chapters and books. Supporting detail can then be added to each main thought. (See Study Skills for outlining and note-taking.)	<i>Be a Better Reader.</i> <i>Reading for Meaning.</i> <i>Mastering the Reading Skills.</i>  <i>Secondary School Reading Handbook,</i> Chapter IV.
	B. Recognize sequence of events.	Class activities in the nature of time lines provide for the establishment of chronological order of events. The problem in connection with this practice is the inclusion of a mass of minor dates and events.	Recommended texts. References.

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>C. Determine and understand cause-effect relationships.</p> <p>D. Arrive at generalizations and draw conclusions.</p> <p>E. Apply knowledge to the problems of individuals and society.</p>	<p>An analysis of the "why" of past and present happenings. The identification of forces and factors responsible for particular developments in human society.</p> <p>Students should develop the ability to analyze, synthesize, and generalize, using both the inductive (divergent) and deductive (convergent) approach. This can best be achieved through in-depth studies carefully structured to bring about the desired outcomes.</p> <p>Generalizations and conclusions should be applied to new situation and used in attempting to solve existing social problems. Hypotheses should be formulated, tested, and evaluated.</p>	<p><i>Skill Development in Social Studies.</i></p> <p><i>Teaching the New Social Studies in Secondary Schools.</i></p>
IV. Critical Reading	A. Distinguish fact from opinion.	1. Establish criteria for recognizing factual material.	<i>The Art of Critical Thinking.</i>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<p>2. Learn to detect judgment and inferences. Teachers can provide examples of factual reports and expressions of opinion, e.g., newspapers, periodicals, letters to the editor.</p> <p>3. Analyze political speeches. Identify statements of fact and statements designed to appeal to emotions. Rewrite the speech, retaining only the factual statements.</p>	<p><i>Be a Better Reader.</i></p>
	B. Compare sources in controversial issues.	<p>Lead students to conclude that sources are not infallible. Guidelines for the evaluation of sources are: Who is the author? What is his background? Is he a recognized authority on the subject? What is the purpose of the material? Were primary sources used? When was it written? (e.g., Battle of the Alamo - American and Mexican or other accounts)</p>	<p><i>Forging Ahead in Reading, I.R.A., Volume 12.</i></p>
	C. Detect propaganda and bias.	<p>1. Make students aware of commonly used propaganda techniques, e.g., testimonials, incomplete statements, band wagon, glittering generalities, common touch, snob appeal, emotional appeal. Permit students to bring examples of the above.</p>	<p><i>Reader's Guide to Periodical Literature.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>D. Differentiate historical fact from historical fiction.</p> <p>E. Develop an open-minded attitude.</p>	<p>2. Dramatization is effective.</p> <p>3. Cartoons are excellent illustrations.</p> <p>1. Create an awareness to differentiate historical fact from historical fiction.</p> <p>2. Encourage students to check authorities.</p> <p>1. Encourage students to draw upon multiple sources from a wide range of viewpoints before forming conclusions.</p> <p>2. Encourage students to suspend judgment until all evidence has been weighed.</p> <p>3. Guide students to develop an attitude of awareness and healthy scepticism.</p> <p>4. Formulate constructive and practical action for solving current social problems.</p>	
V. Work-study skills	A. Purposeful reading	Motivate and assist students to establish their own purpose for reading, e.g., detail, main idea, pleasure, etc. SQ3R.	<i>Just English 3.</i>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	B. Flexible rate	Provide experiences where rate is varied to suit the purpose and difficulty of material read.	
	C. Organization	Teach and develop skills in note-taking, outlining, following time sequence, diagramming charts and graphs. These skills must be taught and practiced.	<i>Reading for Meaning.</i>
	D. Locating information	Teach and develop skills in the use of table of contents, index, card catalog, appendix, almanac, glossary, encyclopedia, periodicals, etc. Apply in actual research.	Library.
	E. Follow directions.	<ol style="list-style-type: none"> <li>1. Practice in following step-by-step sequence.</li> <li>2. Do exactly what instructions say, e.g., test questions.</li> </ol>	<p>Time lines.</p> <p>Recommended texts or references.</p>
	F. Read and interpret graphic aids.	Provide experiences in the interpretation of maps, pictures, cartoons, charts, graphs, and diagrams. Study commonly used legends and symbols.	<i>Be a Better Reader Series.</i>

## READING IN THE SCIENCES

With the advent of the inquiry approach, science programs today emphasize conceptual development and understanding rather than mechanical learning. Learning to read textbook and non-textbook material is an important part of the inquiry training in the secondary school curriculum. All students in adult life will have to rely to a large extent upon the knowledge of others, communicated through books and periodicals for continuous education in and appreciation of science. The concepts and facts learned in the science laboratory and classroom are important. It is of equal importance, however, that the attitudes and abilities which facilitate independent learning are developed.

Reading instruction in some form is needed in every science class. Ideally, every science teacher should provide the necessary instruction to overcome difficulties found in vocabulary, comprehension, and interpretation of information in texts and supplementary books.

### Reading Abilities and Skills Needed in Science

The reading skills peculiar to science are not learned by chance but should be consciously taught and practiced. For best results they should be incorporated into the content field where they can be taught functionally and in context.

The mastery of the skills listed below is necessary for effective learning in this subject area. Each skill has to be taught and opportunity for continuous development provided. They need not be taught in this order.

The degree of emphasis on any one skill or combination of skills will vary with the needs of the class:

1. skill in utilizing sources to locate relevant materials
2. skill in using parts of a book
3. skill in understanding and using the technical vocabulary
4. skill in acquiring and using accurate information from maps, graphs, etc.
5. ability to comprehend written materials
6. ability to evaluate materials intelligently
7. ability to adjust reading speed to the type and difficulty of the material and purpose for reading this material
8. ability to use the content of written materials in situations requiring the scientific method
9. ability to apply the concepts gained from the reading material
10. ability to see cause-effect relationships
11. ability to organize ideas derived from reading
12. the desire to read widely, both for pleasure and information.

## DEVELOPMENT OF READING SKILLS IN SCIENCE

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
I. To develop adequate word recognition skills	A. Dictionary use - pronunciation, derivation, denotation, connotation	Teach structural word analysis, phonetic principles, principal of syllabication, prefixes, suffixes, and roots if necessary. (See Chapter IV.)	<i>Introduction to Better Reading.</i> <i>Developing Your Vocabulary.</i> <i>Word Attack.</i> <i>Secondary School Reading Handbook.</i>
II. To develop an extensive and precise knowledge of scientific terminology	<p>A. Use of context in understanding meaning of unfamiliar words</p> <p>B. Knowledge of technical vocabulary - particular attention should be paid to abstract words and current terms and symbols</p>	<p>Teach context clues (See Chapter IV.):</p> <p>a) Aid students in selecting the meaning that best fits the context.</p> <p>b) Use the dictionary meaning for verification.</p> <p>1. Teach the student to recognize and derive words in the context of the science field, e.g., "terminal" in science is quite different from "terminal" in social studies.</p> <p>2. Develop word lists of the technical terms that are met within the course. This word list can be expanded upon by giving the pronunciation, derivation, definition, and illustrative sentences.</p>	<p>Standard classroom dictionary. Glossary. Textbook. General reference book.</p> <p>Recommended textbooks. Scientific dictionary. Reference materials.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>C. Familiarity with generally used words which have a scientific meaning</p> <p>D. The ability to read and understand scientific shorthand</p>	<p>1. Students should experience new scientific words through incidental and wide reading practices:</p> <p>a) Use vocabulary cards for difficult words and definitions.</p> <p>b) Develop key words and concepts.</p> <p>1. Discuss the highly compressed method of communication developed by scientists.</p> <p>2. Discuss the history of universal scientific shorthand.</p> <p>3. Stress the shorthand procedures that are accepted by the scientists.  <math>\text{Iron} + \text{moisture} \rightarrow \text{rust}</math>  <math>\text{Fe} + \text{H}_2\text{O} \rightarrow \text{FeO} + \text{H}_2\uparrow</math></p> <p>4. Develop a list of scientific shorthand symbols that can be used for oral and written exercises. <math>\text{H}_2\text{O}</math>, <math>\text{CA(OH)}_2</math>, <math>\text{CO}_2</math>, <math>\rightarrow</math> <math>\Delta</math> <math>\uparrow</math> <math>\downarrow</math></p>	<p>Recommended textbooks. Reference.</p> <p>Recommended textbooks. Scientific dictionaries.</p>
<p>III. To develop comprehension and interpretation skills</p>	<p>A. Understanding graphs, charts, diagrams, scales, models, and maps</p>	<p>1. Instruct students to pay particular attention to headings, symbols, and captions.</p>	<p>Recommended textbooks. Magazines. Charts. Periodicals. Newspapers. Reference books.</p>



GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<p>a) distinguishing essential from nonessential materials</p> <p>b) selecting the key idea in a paragraph and determining whether it is essential or non-essential to the problem</p> <p>c) examining key ideas in a paragraph and determining whether it is fact, opinion, law, or theory, e.g., Dalton's Theory of the Atom, Newton's Laws of Motion</p> <p>d) examining a paragraph for accuracy of statements and checking for consistency of theories, or looking for the differences between fact and opinion, e.g., smoking and cancer</p> <p>e) examining materials for propaganda content (T.V. commercials - whiter than white?)</p> <p>Create an awareness of the validity of opinion and authenticity of publication, and the time of writing. Compare materials taken from publications such as N.S.T.A. publications, <i>Scientific American</i>, medical journals, <i>Life Magazine</i>, newspapers, science fiction magazines.</p>	<p>Periodicals. Newspapers.</p> <p>Newspapers. Periodicals. Advertising brochures.</p> <p>Newspapers. Television.</p> <p>Periodicals.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>D. The ability to develop an understanding or organization of ideas:</p> <p>Sequence - scientific method</p> <p>Chronological order</p> <p>Cause-effect relationships</p> <p>Problem solving</p>	<p>Teach students to read for application of the scientific principles stated in a paragraph, e.g., "Green plants need sunlight to produce chlorophyll."</p> <p>Teach students to give evidence to indicate that scientific discoveries lead to other discoveries, e.g., radio, television. Have students investigate a series of discoveries in their chronological order.</p> <p>Have students investigate selections containing cause-effect relationships. Students should note words which signal cause and effect - thrust-drag, rainfall-cactus.</p> <p>Teach students to read paragraphs to see how scientists solve problems, verify hypotheses, collect data, and reason about their conclusions.</p>	<p>Recommended textbooks. Reference books. Newspapers. Periodicals.</p> <p><i>Art of Critical Thinking.</i></p> <p><i>Be a Better Reader.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
IV. To develop effective work-study skills	A. Ability to locate materials	<p>Have the pupils read reports of an investigation made by scientists.</p> <p>Help students to see as a scientist how to isolate the problem, develop an hypothesis, collect data, and to reach conclusions.</p> <p>Discuss the techniques of reasoning by the method of similarities, differences, and joint differences and similarities.</p> <p>Have pupils make predictions prior to collecting data and then evaluate their predictions at the conclusion of the experiment. Predict plant growth through the use of a variety of fertilizers.</p> <ol style="list-style-type: none"> <li>1. Train the students in the use of index, table of contents, glossary, card catalog, bibliographies, and date of publication.</li> <li>2. Assign topics and have the pupils locate as many sources of information as possible from classroom texts and reference materials.</li> </ol>	<p>Recommended texts. Reference materials from the library. Periodicals. Newspapers.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>B. Ability to adjust reading rate</p> <p>C. Ability to take notes</p>	<p>3. Have students find information on a topic - stress note-taking and outlining. (Topics can be in the form of questions.)</p> <p>1. Discuss the skills of scanning, skimming, and reading for content with your pupils as outlined in Chapter IV, "Flexibility of Reading Rate".</p> <p>2. Vary the rate to suit the purpose and difficulty of the material to be read. Give students practice in the use of science materials within the content of regular instruction.</p> <p>1. Survey study methods such as the SQ3R method and use when appropriate.</p> <p>2. Survey the methods of note-taking, writing, summarizing, and reporting to the class.</p> <p>3. Stress step-by-step sequence.</p> <p>4. Teach the student to organize his material.</p> <p>5. Teach outlining, summarizing, and reporting.</p>	<p><i>Just English 3.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>D. Ability to follow directions</p> <p>E. Ability to solve problems</p>	<p>6. Teach the students to record the data observed in the experiment (formal and informal written reports).</p> <p>1. Train students to listen to directions in laboratory safety instruction, step-by-step procedure in an experiment.</p> <p>2. Train students to follow written directions - step-by-step procedure - performing an experiment in the laboratory - problem, materials, method, etc. (preparation of oxygen).</p> <p>1. The teacher should instruct the pupils in the following sequential approach to problem solving:</p> <p>a) Identify the problem.</p> <p>b) Gain insight before attempting to arrive at the answer. (Think of as many ways as possible to solve the problem.)</p> <p>c) Relate past experience to help with this problem. (Choose the most promising ideas.)</p>	<p>Recommended texts. Reference books.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	F. Ability to read with interest and appreciation	<p>d) Through research, utilize the experience of others with this problem.</p> <ol style="list-style-type: none"> <li>1. Motivate students to read voluntarily on current topics - oral reports related to students' ability.</li> <li>2. Teachers should make students aware of scientific reading materials available in the school and public library. Time should be made available to all science classes for browsing in the science library. Discussion of current periodicals and reference books should be carried on in the classroom.</li> <li>3. Assign weekly reporting periods on current scientific reports in the newspaper, utilizing student interest.</li> <li>4. Every pupil should attempt to widen the scope of his leisure reading.</li> </ol>	Library resources.

## READING IN THE MATHEMATICS

Reading in mathematics is a highly specialized form of reading. On one hand we read about objects and processes, and on the other of signs and symbols (used to represent objects, relationships, and operations). We read to grasp the quantitative relationships expressed in verbal problems. We read to learn of the human side of mathematics - the history of the development of mathematics and of the people who developed this discipline.

Reading is a behavior process by which we can sense our environment and react to what is sensed. It should not be considered as just another subject to be treated in isolation from other disciplines. It is a process which should be as much an integral part of mathematics as the basic operations of addition and multiplication. Teachers frequently state that a student cannot do his work because he cannot read. The teacher should attempt to determine specifically the student's difficulty. Can the student not pronounce the words well? Can the student not comprehend the concept? Is there a word or two that is not in the student's reading vocabulary? Is the student not organizing the material in a suitable way (in charts, diagrams, etc.) in order to comprehend the whole situation? Are there symbols with which the student has not become sufficiently familiar in order to grasp their significance? The mathematics teacher needs to be cognizant of the problems involved in reading.

The inquiry approach to mathematics requires that the teacher be concerned with:

1. the type of material read
  - a) history or exposition

- b) symbols or words
  - c) implied or stated concepts
  - d) irrelevant or insufficient material
  - e) instructions or problems
2. the type of student
  - a) general attitude towards
    - reading
    - mathematics
    - himself
  - b) background knowledge - both mathematical and general
  - c) competency in mathematical skills
  - d) motivation needed
3. abilities of the student
  - a) ability to locate and read
  - b) ability to read for different purposes
  - c) ability to relate what is read to past experiences
  - d) ability to generalize and particularize
  - e) ability to evaluate
  - f) ability to translate word statements into an algebraic statement

## 4. psychology of reading

This list needs to be restructured in terms of activities which promote growth in the student's ability to read, in his mastery of mathematics, and in his overall understanding. The following grid presents specific aims, suggested activities, and resource materials to help the classroom teacher.

The teacher can help pupils develop reading skills in the normal mathematics class. A simple six-step plan facilitates the integration of the reading aims into the mathematics lesson:

- Motivation - Help students realize the challenge of and the need for solving problems or researching a topic. Endeavor to see that the students have the background necessary to handle the work.
- Vocabulary development - This may necessitate building concepts. Mathematical language is very concise and precise.
- Reading to determine the problem or assignment.
- Discussion to determine the way to handle the problem or assignment.
- Rereading to evaluate the answer.
- Further reading prompted by interest developed through the assignment.

## READING IN THE MATHEMATICS

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
I. To develop general vocabulary	A. Use of a dictionary to obtain pronunciation, derivation, connotation, and denotation	1. Frequent practice in: <ul style="list-style-type: none"> <li>a) associating standard diacritical marks used in dictionaries with specific sounds</li> <li>b) structural word analysis</li> <li>c) use of prefixes, suffixes, and roots</li> <li>d) syllabication.</li> </ul>	<i>Be a Better Reader.</i>  <i>Reading Skills.</i> <i>Developing Your Vocabulary.</i>
II. To develop mathematical and scientific vocabulary	A. The use of context to gain understanding and meaning of unfamiliar words	The teacher works with students to derive from a selection the meaning of words that best fit the context. Check with a dictionary.	Recommended textbooks. Teacher guidebooks. <i>The New Mathematics Dictionary &amp; Handbook.</i>
	B. The use of undefined terms in the development of a system	Continued and frequent practice in making a new system starting with undefined terms, building up new definitions from the undefined terms, accepting axioms and building theorems.	<i>Twenty-First Yearbook, N.C.T.M., Chapter 5.</i>  <i>Twenty-Fourth Yearbook, N.C.T.M., Chapter 8.</i>
	C. The use, with understanding, of the many verbalisms that exist in mathematics	1. Stress the need for the the use of brevity and preciseness in mathematical language.	<i>Twenty-Fifth Yearbook, N.C.T.M., Chapters 9-10.</i> Recommended textbooks. Teacher guidebooks.

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<p>2. Verbalisms should be introduced and used only after students have fully understood the operations or terms.</p> <p>3. Spend ample time on basic concepts providing meaningful experiences leading up to the use of the verbalisms.</p> <p>4. After a concept has been developed, invite students to suggest possible verbalisms; then contribute the accepted ones, e.g., transpose, reduce, cancel, "drop the percent sign and move the decimal two places to the right".</p> <p>5. Include in student notebooks the full meaning of the verbalisms.</p>	<p>Supplementary textbooks. N.C.T.M. publications. Mathematics periodicals. Recommended textbooks. Teacher guidebooks.</p> <p>References. <i>Be a Better Reader.</i></p>
	D. Facility with mathematical symbols and shorthand	<p>Emphasize that facility with symbols is different from an understanding of the symbols:</p> <p>a) Relate theoretical content to student's life.</p> <p>b) Simulate, in classroom, situations from life.</p>	<p>Recommended textbooks. Reference. Teacher guidebooks.</p> <p><i>Be a Better Reader.</i></p> <p>Glossary. Mathematics dictionary.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<p>c) Persistently direct students' attention from symbols to the things they symbolize (referents) and back again.</p> <p>d) Words symbolize - they are not bits of reality.</p> <p>e) Differentiate between words that convey abstractions and words that indicate concrete objects, e.g., number versus numeral expression versus phrase.</p> <p>f) Develop shorthand and symbolism slowly as an integral part of the development of the concepts.</p> <p>g) Emphasize multi-meanings of a symbol, e.g., "-" may mean "subtract", "inverse", "negative".</p> <p>h) Emphasize that many symbols mean the same thing (somewhat similar to synonyms in English), e.g., <math>\bar{A}</math> and <math>\sim A</math> both mean the complement of A.</p>	<p><i>Exploring Mathematics on Your Own.</i> Series of twelve booklets as follows:</p> <p><i>Computing Devices;</i>  <i>Sets, Sentences &amp; Operations;</i>  <i>The Pythagorean Theorem;</i>  <i>Invitation to Mathematics;</i>  <i>Understand Numeration Systems;</i>  <i>Fun With Mathematics;</i>  <i>Number Patterns;</i>  <i>Topology - Rubber-Sheet Geometry;</i>  <i>The World of Statistics;</i>  <i>Short Tests in Computing;</i>  <i>The World of Measurement;</i>  <i>Adventures in Graphing.</i></p> <p><i>Numbers &amp; Numerals.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
E. Knowledge of technical language of mathematics		<p>i) Emphasize that symbols and shorthand undergo transformations from time to time and that those used in one book are not necessarily the same as those used in other books; hence, the need to check meanings often.</p> <p>j) Develop wall charts of symbols and shorthand procedures.</p> <ol style="list-style-type: none"> <li>1. Introduce concept and idea in the language of the students.</li> <li>2. Develop through experiences, practice, and reading.</li> <li>3. Develop key words and concepts, either directly or by providing discovery experiences.</li> <li>4. When concepts are mastered and pupils realize that new technical words enhance their statements, they are psychologically ready for new terms.</li> <li>5. Stress that clear, concise, correct, cogent language aids the expression of ideas - complements ordinary language.</li> </ol>	<p>Recommended textbooks. Teacher guidebooks.</p> <p><i>Be a Better Reader.</i></p> <p>Mathematics dictionary.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	F. Skill in reading numbers	<p>6. Derive words in the context of the mathematical (and scientific) field.</p> <p>7. Stress that words in a specialized discipline often do not mean the same as in ordinary conversation, e.g., "ring", "irrational", "imaginary", "field".</p> <p>8. Develop word lists (as course progresses) of technical terms. Words can be put on wall charts. A glossary in the students' notebooks may include pronunciation, derivation, definition, and illustrative sentences.</p> <p>1. Stress place value system.</p> <p>2. Practice translating from words to figures and back.</p> <p>3. Differentiate between the terms "cardinal" and "ordinal".</p> <p>4. Note differences in meaning, e.g., "billion" in America compared to the British "billion".</p>	<p>News stories. Budgets. Space flight statistics.</p> <p>Cost of buildings, freeways.</p> <p>National debt.</p> <p>Recommended textbooks. Teacher guidebooks. <i>Be a Better Reader.</i> <i>One-Two-Three-Infinity.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
III. To develop comprehension and interpretative skills	A. Ability to read and understand written material	<ol style="list-style-type: none"> <li>1. Emphasize that reading in mathematics is usually done with pencil and notepaper at hand. The reader stops frequently, weighing the information and working through the mathematics. Consequently, speed should not be emphasized.</li> <li>2. Ensure that students are familiar with the key words.</li> <li>3. Students should have exercises in which they select:               <ol style="list-style-type: none"> <li>a) the key words from a sentence and a paragraph</li> <li>b) the key sentences from a paragraph</li> <li>c) the main concept from a selection.</li> </ol> </li> <li>4. Have students express ideas in their own words. Copying material has little value.</li> </ol>	<p><i>The Lore of Large Numbers.</i>  <i>Mathematics &amp; the Imagination.</i>  <i>From Zero to Infinity.</i></p> <p><i>Be a Better Reader.</i>            Recommended textbooks.            Magazines, periodicals, newspapers, references.</p> <p><i>Paradoxes and Common Sense.</i>  <i>Mathematics for the Millions.</i></p> <p><i>Take a Number: Mathematics for the two Billion.</i></p>
	B. Ability to read and comprehend word problems	<ol style="list-style-type: none"> <li>1. Stress need to understand each word since problems are written in a brief, compact style where many technical words are used.</li> </ol>	<p>Recommended textbooks.            Teacher guidebooks.  <i>Five Steps to Reading Success.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<ol style="list-style-type: none"> <li>2. Stress sequential step approach.</li> <li>3. Stress need to read slowly, reread, read a phrase at a time, and use diagrams if necessary.</li> <li>4. Provide opportunity to construct models.</li> <li>5. Ask students to restate problem situation, using their own words.</li> <li>6. Have students dramatize the problem.</li> <li>7. Relate to past experiences.</li> </ol>	<p><i>Twenty-Ninth Yearbook, N.C.T.M., Chapter 8.</i></p> <p><i>Paper Folding for the Mathematics Class, N.C.T.M.</i></p> <p><i>Polyhedron Models for the Classroom, N.C.T.M.</i></p>
	C. Ability to pick out relevant information stated or implied	<ol style="list-style-type: none"> <li>1. Ask what is wanted.</li> <li>2. Ask what information is given.</li> <li>3. Ask what we know about the problem in addition to that which is given.</li> </ol>	<p><i>Be a Better Reader.</i></p> <p>Textbook. <i>Five Steps to Reading Success.</i></p>
	D. Ability to detect lack of information needed for solution	<ol style="list-style-type: none"> <li>1. Ask if there is enough information.</li> <li>2. Ask if there is irrelevant information.</li> </ol>	

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	E. Ability to understand and interpret graphs, diagrams, and models	<ol style="list-style-type: none"> <li>1. Stress need for students to give attention to scale used on graphs and charts, and to captions.</li> <li>2. Have students explain the message the graph or chart contains:               <ol style="list-style-type: none"> <li>a) interpretation of message</li> <li>b) interpretation of diagrams, models, etc. for information relating to a problem.</li> </ol> </li> </ol>	<p>Recommended textbooks. Bank newsletters. Industrial newsletters. Newspapers. Periodicals.</p> <p><i>Formulas, Graphs &amp; Patterns</i> (Vol. 1 of <i>Experiences in Mathematical Discovery</i>), N.C.T.M.</p>
	F. Ability to evaluate critically	<ol style="list-style-type: none"> <li>1. Evaluation in mathematical, scientific, and economic problem areas:               <ol style="list-style-type: none"> <li>a) Essential and nonessential material.</li> <li>b) Hypothesis, or do they require proof?</li> <li>c) Key ideas - are they fact or opinion?</li> </ol> </li> </ol>	<p>Recommended textbooks. Newspapers. Magazines. Periodicals. References. Bank newsletters. Oil company newsletters and magazines. <i>Riddles In Mathematics: A Book of Paradoxes.</i></p> <p><i>A Book of Mathematical and Reasoning Problems.</i></p> <p><i>Mathematical Puzzles for Beginners and Enthusiasts.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
IV. To develop effective study skills		d) Check figures, e.g., do the percentages add to 100? e) Estimate quickly to see if numbers are feasible. f) Evaluate so called "statistics" that people quote. g) Discern logical and illogical arguments.	<i>Mathematical Diversions.</i> <i>Be a Better Reader.</i> <i>Men of Mathematics.</i> <i>History of Mathematical Notations.</i> <i>Mathematics, Queen &amp; Servant.</i>
	A. Locating materials by organizing ideas, through chronological order, through cause-effect, by checking sequence, by drawing inferences, and by integrating scattered ideas	1. Use index, table of contents, glossary, library catalog, and bibliographies. 2. Assign topics to be researched: a) Ask students to prepare - possible sources of information - notes (an outline) b) Origins and applications of mathematics.	<i>Fantasia Mathematics.</i> <i>Algebra - A Modern Approach, Book 1 (Teacher's reference).</i> Reference books. Trade books. Journals. Popular science, mechanics; sports, radio books. Recent juvenile books on mathematics and science. <i>The Wonderful World of Mathematics.</i>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	<p>B. Flexibility of reading rate</p> <p>C. To develop ability to make notes in mathematics</p> <p>D. Ability to follow directions</p>	<p>3. Use news stories about role of mathematics in modern life.</p> <p>Discuss purpose of scanning, skimming, reading for content and reading mathematical problems.</p> <p>1. Make notes in regular mathematics class on:</p> <ul style="list-style-type: none"> <li>a) undefined terms</li> <li>b) definitions</li> <li>c) theorems</li> <li>d) methods</li> <li>e) examples</li> <li>f) diagrams.</li> </ul> <p>2. Make notes in the library.</p> <p>1. Emphasize - do what you are asked to do.</p>	<p><i>Mathematics.</i> <i>A Mathematician Explains.</i></p> <p>Recommended texts. Teacher guidebooks.</p> <p><i>Algebra: A Modern Approach</i>, Book 1 (Teacher's guide).</p> <p>Recommended texts. Teacher guidebooks.</p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
		<p>2. Provide ample opportunity to develop this in geometry particularly, e.g., ruler and compass constructions, prop, and geometric model building.</p> <p>3. Read (listen), proceed step by step.</p>	<p><i>Experiences in Mathematical Discovery Series as follows:</i>  <i>Formulas,</i>  <i>Graphs &amp; Patterns;</i>  <i>Properties of Operations with Numbers;</i>  <i>Mathematical Sentences.</i></p>
	E. Reading for interest and motivation	<p>1. Create interest in topics, articles, and books by:</p> <p>a) discussion - letting students talk</p> <p>b) discussions - teacher guided</p> <p>c) building models</p> <p>d) posing puzzles, games, historical problems</p> <p>e) relating mathematical topics to events in man's development.</p> <p>2. Allow time for browsing in library or working on projects.</p>	<p>Library.          Newspapers.          Magazines.          Periodicals.          References.          Bank newsletters.          Oil company newsletters and magazines.          Popular science, mechanics reports, radio, etc., magazines.</p> <p><i>Mathematical Puzzles &amp; Diversions, Book 1 &amp; 2.</i></p> <p><i>Recreational Mathematics.</i></p>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
V. To increase ability to develop concepts	A. Ability to generalize and to understand abstractions	3. Discuss current world problems related to mathematics.  4. All arithmetic is mathematics, but not all mathematics is arithmetic.	<i>Puzzles &amp; Graphs. Mathematical Challenges, N.C.T.M.</i>  <i>Recreational Mathematics. Secrets Codes, etc., N.C.T.M.</i>
		1. Inductive reasoning exercises and experiences  2. Develop need for generalizing. Students should be made aware of the dangers of oversimplification.  3. Provide real problems that require counting, measuring, recording, and generalizing. Use laboratory approach, e.g., trigonometric ratios.  4. Hold class discussions in which pupils can express their conclusions.  5. Provide opportunity for students to exchange their observations, e.g., properties, relations, probable conclusions.	<i>Mathematical Puzzles &amp; Pastime.</i>  <i>Games produced by WFF'N PROOF. "Tuff" - Encyclopedia Britannica. Recommended textbooks. Teacher guidebooks.</i>  <i>Twenty-Seventh Yearbook, N.C.T.M. Twenty-Eighth Yearbook, N.C.T.M.</i>  <i>Mathematical Sentences (Vol. 3 of Experiences in Mathematical Discovery), N.C.T.M.</i>

GENERAL OBJECTIVES	SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
	B. Ability to particular- ize	<p>6. De-emphasize detail at first. Note the adage, "cannot see the forest for the trees".</p> <p>1. Provide exercises in deductive reasoning.</p> <p>2. Proofs and analyses in geometry.</p>	<p>Recommended textbooks. <i>Enrichment Mathematics for the Grades</i>, N.C.T.M.</p> <p><i>Enrichment Mathematics for High School</i>, N.C.T.M. Other N.C.T.M. publications.</p>

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## CHAPTER VI

## THE ROLE OF THE LIBRARY IN THE READING PROGRAM

The library or media center of the school supports each aspect of the instructional program. Since reading is a critical tool for learning in all subject areas and a source of personal experience and satisfaction for each student, the library has a role in assisting each student to develop his full range of reading skills. The librarian has responsibility in assisting the staff to identify reading needs, in acquiring appropriate reading materials, in providing a wide range of books which will meet the interest and reading levels of all students, and in developing the school's total reading program. Teachers also share responsibility in developing the reading program. This is accomplished when learning experiences so motivate students that reading extends from the classroom to the library.

Current curricula and instructional practice require that all students have a complete and thorough knowledge of library practice. Each student should understand efficient library procedure, the Dewey Decimal system, the reference resources of the library, the use of general reference materials, the classification of books, the card catalog, vertical files, the parts of a book, research techniques, etc. They also need continuous experience in applying the knowledge they have gained in library practice.

Library skills may be taught in a variety of ways. In some schools the staff may decide that these should be taught by the librarian in regularly scheduled periods. In others it may

be decided that the librarian should undertake an orientation program of library practices with any staff members who are not thoroughly familiar with them. This would enable each subject teacher to teach the skills in context at the time when students sense meaning and purpose for acquiring these skills.

## INSTRUCTION IN LIBRARY PRACTICE

## Objectives:

1. To assist students in becoming competent and independent in finding materials in the library.
2. To promote curiosity and resourcefulness in students.
3. To encourage students to read for enjoyment.
4. To assist students in developing positive attitudes towards books, their use and care, and respect for the rules and procedures under which the library operates.

## SUGGESTED DEVELOPMENT OF LIBRARY SKILLS - ENGLISH LANGUAGE

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>A. Library orientation</p> <p>Develop skills in the use of the library with respect to routines, range of materials (print and non print), care of books, parts of a book's content, classification of books (Dewey Decimal System), card catalog, and reference resources of the library.</p>	<p>Through frequent, meaningful use of the library, students should become competent in the skills listed in the left-hand column.</p>	<p>The titles listed under "General Bibliography" at the end of this Chapter will serve as useful references for both teachers and students.</p>
<p>B. Facility in the use of general reference books and various types of dictionaries, e.g., unabridged dictionary, dictionary of synonyms, thesaurus, books of quotations, and Fowler's <i>Dictionary of Modern English Usage</i></p>	<p>The teacher should instruct students in locating and using the tools of English at a time when a specific need has been created in the achievement of the normal goals of the Language Arts Program.</p>	
<p>C. Ability to use library resources independently in the location and synthesis of material for the production of a research-based report</p>	<p>Students should be assigned a library paper on a selected topic, using skills learned.</p>	

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>A. The use and location of books dealing with poetry indexed according to authors, titles, and first lines</p>	<p>Ask students to find examples of poems they enjoy, under various classifications such as:</p> <ul style="list-style-type: none"> <li>a) a poet already known to the student</li> <li>b) a certain period or century</li> <li>c) a certain nationality</li> <li>d) a certain topic.</li> </ul>	
<p>B. The use of books in the general collection dealing with the biographies of famous writers - individual biography, and collective biography</p> <p>The use of books in the reference section, dealing with the biographies of famous writers, e.g., biographical dictionaries</p>	<p>Ask students to give a short oral or written report on an author:</p> <ul style="list-style-type: none"> <li>a) of their choice</li> <li>b) studied in class.</li> </ul> <p>The preparation of a "biographical sketch" on the life of a great writer, including such points as:</p> <ul style="list-style-type: none"> <li>a) introduction</li> <li>b) early life</li> <li>c) some details and results of writings</li> <li>d) summary to describe the contribution made to literature.</li> </ul>	

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>C. Use of the reference section, with special emphasis upon such books as anthologies of poetry, short stories, and plays; <i>Reader's Encyclopedia</i>; <i>Oxford Companion to Canadian History &amp; Literature</i></p> <p>D. The location and use of books in the 800 section dealing with the mechanics of poetry and prose writing</p> <p>The use of the reference section, with emphasis on such books as Bartlett's <i>Familiar Quotations</i>, and Hoyt's <i>New Cyclopedia of Practical Quotations</i></p>	<ol style="list-style-type: none"> <li>1. Students could be asked to give a short oral or written report on the mythological background, biographical background, contemporary poetic background, and social background of work studied in class.</li> <li>2. A limited library paper, incorporating the skills learned. Emphasis may be placed on interpretation rather than on the author's life.</li> </ol> <p>Students might attempt to do some creative writing in forms suitable to the appreciation of the students at this level.</p> <p>Students might compile lists or groups of quotations dealing with any topic of personal interest, e.g., Christmas.</p>	<p>Suggested listings of suitable reference materials are available through the School Libraries Consultant, Department of Education, Edmonton.</p>

## SUGGESTED DEVELOPMENT OF LIBRARY SKILLS - SOCIAL STUDIES

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>A. Training in the use of encyclopedias, atlases, gazetteers, yearbooks, maps, magazines, almanacs, and the book's index, contents, list of illustrations, list of maps, and bibliography</p> <p>B. Knowledge of research techniques</p> <p>C. Familiarity with materials in the following sections:</p> <p style="padding-left: 40px;">910-919 description and travel - geography</p> <p style="padding-left: 40px;">930-999 history of all countries</p> <p>Note: For broader interpretation of social studies topics, reference might be made to:</p>	<p>The teacher should instruct students in the location and use of social studies references when the need for the information they contain has become apparent.</p> <ol style="list-style-type: none"> <li>1. Teach techniques for the independent research of social studies topics.</li> <li>2. Review the techniques taught at the previous grade level.</li> <li>3. Expand and develop more refined and sophisticated practices as students gain experience and maturity.</li> </ol> <p>Encourage students to find geographical information dealing with a country whose history they are studying.</p>	

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>600's     history of              technology</p> <p>300's     social sciences</p> <p>D. Ability to find information in magazines (via periodical indexes), pamphlets, etc.</p> <p>E. Acknowledgment of sources - the preparation of a correct bibliography</p> <p>F. Ability to use library resources independently in the location and synthesis of material for the production of a research based report</p>	<ol style="list-style-type: none"> <li>1. Have students practice use of key words in finding information on a current topic, using indexes.</li> <li>2. Have students find information in the pamphlets file, using appropriate subject headings.</li> </ol> <p>Instruct students and have them practice correct bibliography procedure.</p> <p>Students should undertake a library paper on a selected topic which relates directly to social studies or as an integral part of the unit under study.</p>	

## SUGGESTED DEVELOPMENT OF LIBRARY SKILLS - SCIENCE

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
<p>A. Training in the use of general reference books for science - encyclopedias, multi-volume science encyclopedias, biographical dictionaries (general or scientific), science yearbooks, science dictionaries, <i>Van Nostrand's Scientific Encyclopedia</i> (desk or one volume), <i>Comstock's Handbook of Nature Study</i>, and other special science references as contained in the science section of the library collection</p>	<ol style="list-style-type: none"> <li>1. Teachers should structure learning experiences as frequently as possible to have students directly involved in the information gathering process. The resource books then become the tools for obtaining relevant information.</li> <li>2. Encourage students to identify instances where authors differ in their interpretation of scientific data.</li> </ol>	
<p>B. The location and use of books in sections:</p> <p>500 pure sciences 600 applied sciences 920-921 biographies</p>	<p>Through frequent and meaningful use of the science resource center of the library, students will become competent in locating and using books in these sections.</p>	
<p>C. Training in use of dictionary of science terms, appendices, bibliography, handbooks and laboratory manuals, and fieldbooks</p>		

SKILLS	SUGGESTED TEACHING TECHNIQUES AND STUDENT ACTIVITIES	SUGGESTED TEACHER REFERENCE AND RESOURCE MATERIAL
D. The preparation of a well-developed bibliography	Students should prepare a well-developed bibliography on topics as these have developed out of the content of the science courses.	
E. Ability to use library resources independently in the location and synthesis of material for the production of a research based report	<ol style="list-style-type: none"> <li>1. Teach techniques for the independent research of science topics.</li> <li>2. Compile and use a checklist as a guide to developing a science paper.</li> <li>3. Review the techniques taught at the previous grade level.</li> <li>4. Expand and develop more refined and sophisticated practices as students gain experience and maturity.</li> </ol>	

## GENERAL BIBLIOGRAPHY

The following references are useful resource materials. Some titles are already a part of the school's library collection. As it is not a comprehensive list, other specific and current references should be added from time to time.

Bartlett, J. *Familiar Quotations*. Fourteenth edition. Little, Brown & Co.

Benet, W. R. (ed.). *Reader's Encyclopedia*. Second edition. Thomas Y. Crowell Co.

- \* Berner, Elsa R. *Integrating Library Instruction with Classroom Teaching at Plainview Junior High School*. American Library Association, 1958.

This book supports basic ideas for the subject approach to the use of library materials as outlined in this section.

Cleary, Florence Damon. *Discovering Books and Libraries: A Handbook for the Upper Elementary and Junior High School Grades*. H. W. Wilson Co., 1967.

Comstock, Anna B. *Handbook of Nature Study*. II (gr. 7 up) 24th. (Comstock Publishing Associates). Cornell University Press, 1939.

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Roberts, K. L. (ed.). *Hoyt's New Cyclopedia of Practical Quotations*. Second revised edition. Funk & Wagnalls Co., 1940.

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*Teacher's Key for Library Manual* is available.

Van Nostrand, D., Co., Inc. *Van Nostrand's Scientific Encyclopedia*. (II). Fourth edition. D. Van Nostrand Co., Inc., 1968.

Whittaker, Kenneth. *Using Libraries*. Second edition. International Publications Service, 1963.

\* Very useful

\*\* Recommended

## PUBLISHERS' ADDRESSES

● American Library Association  
Publishing Department  
50 E. Huron Street  
Chicago, Illinois 60611

● Cornell University Press  
124 Roberts Place  
Ithaca, New York 14850

Thomas Y. Crowell Co.  
201 Park Avenue S.  
New York, New York 10003

Funk & Wagnalls Co.  
Div. of Reader's Digest Books, Inc.  
380 Madison Avenue  
New York, New York 10017

International Publications Service  
303 Park Avenue S.  
New York, New York 10010

Little, Brown & Co.  
34 Beacon Street  
Boston, Massachusetts 02106

Oxford University Press, Inc.  
1600 Pollitt Drive  
Fair Lawn, New Jersey 07410

D. Van Nostrand Co., Inc.  
Princeton, New Jersey 08540

H. W. Wilson Co.  
950 University Avenue  
Bronx, New York 10452

## CHAPTER VII

## SUPERVISING THE READING PROGRAM

The primary goal of supervision of the reading program is facilitating the improvement of reading instruction. In attempting to achieve this goal a number of vital aspects must be carefully considered by those involved in the supervisory function. It is the intent of this chapter to outline some of the basic features of supervising the reading program with particular emphasis being placed upon the roles to be played by various members of the supervisory team.

## GENERAL SUPERVISORY CONSIDERATIONS

1. Some Suggestions For Supervising The Reading Program

Many general principles of supervision apply to the reading program, but the following need to be stressed:

- a) The supervision of the reading program will be most successful if it is accepted by the teachers as an essential feature of evaluation. To implement a comprehensive reading curriculum, coordination and cooperation are vital.
- b) Constructive efforts should begin at the level of the best current practices in the school.
- c) For the maximum benefit to the teacher, the supervisor should observe several lessons, since a single lesson rarely reveals the many facets of the program.
- d) The desirable changes in the program should be planned cooperatively, but the supervisor should be responsible for checking the feasibility of any changes. Only those changes should be undertaken which can be achieved prudently in a given school situation.
- e) The supervisor must accept major responsibility for providing the best facilities available, particularly in the provision of abundant and diversified reading materials.
- f) After initial enthusiasm, problems begin to emerge. Doubt and confusion arise, and less efficient work occurs. At this stage the authoritative direction and guidance of the supervisor is important. As continuous endeavor is essential to a successful program, the supervisor must also be a sustainer.
- g) Though planning must be cooperative, this should not debar individual creativity in teaching. Recognition should be given to good work, but teachers should feel free to experiment and free to make mistakes, provided evaluation is undertaken and weaknesses overcome. Teachers should be expected to adapt both their methods and use of materials to the needs of the students.

## 2. Some Special Considerations In Supervising Reading Instruction In The Secondary School

- a) Many secondary school teachers are not convinced that they have some responsibility for teaching reading. A prevalent attitude among this group of teachers is that reading instruction is restricted to the domain of the elementary school.
- b) Few secondary school teachers have had courses in reading instruction in their preservice education programs and they therefore tend to feel inadequate as teachers of reading.
- c) The departmentalized or semi-departmentalized form of organization which is usually found in the secondary school makes the inclusion of reading instruction in the various content fields a special area for concern.
- d) Timetable requirements complicate the scheduling of reading instruction periods which will bring the appropriate teachers and students together at mutually satisfactory times.
- e) Course coverage requirements in the various subject areas are often presented as obstacles in the way of providing reading instruction in the content fields.
- f) An adequate supply of varied instructional materials at different reading levels for the teaching of reading is often lacking in the secondary school.

## SPECIFIC CONSIDERATIONS - SCHOOL SYSTEM LEVEL

### 1. The Role Of The Superintendent

- a) Attempts to understand what is involved in the process of reading and what must be done to ensure the best possible reading instruction in the school system.
- b) Maintains constant awareness of the status of reading instruction in the school system. For example, it is important he be aware of such things as the level of reading achievement in relation to students' reading capacity, the nature of individual schools' reading programs, and the types of materials being used.
- c) Delegates specific responsibility for the supervision of reading instruction to appropriate personnel, such as principals, coordinators, supervisors, and consultants.
- d) Informs the public and the school board about the state and needs of the system's reading program.
- e) Shows a keen interest in the reading program and takes definite steps to contribute to its successful functioning whenever this support is required.

### 2. The Role Of The Reading Consultant Or Reading Supervisor

- a) Assumes major responsibility for the development of a balanced total school program.

- b) Works directly with teachers through demonstration lessons, classroom observations, individual testing, and formal and informal conferences.
- c) Organizes workshops, institutes, and other forms of in-service activities.
- d) Develops and procures instructional materials to meet special needs.
- e) Organizes a reading materials center which will include professional textbooks, catalogs, mechanical devices, audio-visual aids, and varied instructional materials for different reading needs.
- f) Contributes toward public relations through talks, group meetings, publications, and conferences.
- g) Recommends materials for use in specific schools and classrooms.
- h) Diagnoses difficult cases and refers them to appropriate specialists.
- i) Utilizes and works with related agencies, such as social organizations and guidance centers.
- j) Initiates and supervises research projects in the field of reading.
- k) Promotes and organizes special reading programs, outside of the regular instructional program, e.g., summer school reading programs and Saturday morning classes.

### 3. Basic Concerns For The Reading Consultant Or Reading Supervisor

- a) Staffing - The extent and nature of a reading program in a school or school system will be largely determined by the staff personnel who initiate, guide, and execute the program.
- b) In-Service Training - Improving the quality of reading instruction in any school system requires a systematic program of relevant in-service training for all teachers.
- c) Surveying The Situation - An immediate concern is the careful determination of the current level of both general reading achievement and the particular needs of individual students.
- d) Selecting And Providing Materials - It is important to have a wide variety of recreational, instructional, and study-skills materials in a wide range of reading levels to accommodate individual needs of the students.
- e) Teaching - The quality of instruction is clearly the most important single factor in building maximum effectiveness into the reading programs. Every possible effort should be made to support and upgrade the teaching function.
- f) Program Development - Working with teachers and administrators in the development of reading programs at both the individual school and system-wide levels will involve initiating programs and providing consultative assistance throughout the development and implementation stages.

#### 4. Organization For Supervision Of The Reading Program

- a) No single plan represents the ultimate form of supervisory organization. What is best for the individual school system is dependent upon many factors, such as the size of the system and the nature of the system's overall administrative and supervisory organization. The important concern is that responsibility for reading in the secondary schools of the system is definitely assigned to a specific individual or group.
- b) In large systems the supervision of reading instruction is probably best handled within the supervisory framework of the department or division responsible for the secondary school instructional program. In this instance a reading consultant or supervisor should be charged with overseeing all aspects of reading instruction at the secondary level. He should be assisted in his duties by additional personnel such as remedial reading teachers and school reading coordinators.
- c) In small systems a reading consultant is often appointed to serve directly under the superintendent, assistant superintendent, or supervisor of instruction. It is also common to find responsibility for reading instruction to be one of the duties of personnel such as the assistant superintendent or supervisor of instruction. Unless a reading consultant is operating in the system there is a real danger that the secondary reading program will not receive the required supervisory attention.

#### SPECIFIC CONSIDERATIONS - SCHOOL LEVEL

##### 1. The Role Of The Principal

- a) Knows what is happening in all aspects of reading instruction in his school.
- b) Shows genuine interest in the actual task of instruction, thereby stimulating desire and effort on the part of all subject area teachers to improve their teaching of reading.
- c) Gives considerable assistance to teachers in interpreting and using test results wisely.
- d) Works cooperatively with all the staff in such areas as setting goals, sharing ideas and information, and assessing the reading programs.
- e) Facilitates meaningful in-service training programs to provide for continuous professional development in the field of reading.

##### 2. The Role Of The Reading Coordinator

- a) Participates in decisions involving the surveying, sectioning, and scheduling of students for reading instruction.
- b) Assists teachers in the use of appropriate content, methods, and materials in the reading program.
- c) Selects and evaluates materials to be used for reading instruction.
- d) Works to establish and maintain liaison with the librarian to ensure maximum utilization of library resources in all aspects of the reading program.

- e) Carries out some remedial reading work with special cases or provides direct assistance to teachers engaged in remedial activity.
- f) Provides continuing reports on all aspects of the school's reading program to the principal and other concerned parties.
- g) Participates in in-service training activities.
- h) Serves as a reading resource person in the school, by disseminating information on current developments in reading and answering questions regarding reading problems.
- i) Works with the principal to implement the school's reading program.
- j) Coordinates all reading instruction in the school, including specific attention to reading in the content fields and integrating reading with other language arts instruction.

### 3. The Role Of The Teacher

- a) Participates in planning and evaluating the reading program.
- b) Learns about reading materials so that he can make adequate decisions in choosing materials appropriate to the needs of his students and to the objectives of the reading program.
- c) Learns various methods of teaching reading so that he may guide his students in their development of the communication skills.

- d) Provides for efficient grouping of students within the classroom organization.
- e) Uses all available resource personnel as needed for guidance on appropriate methods and materials.

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- National Society for the Study of Education. *Development In and Through Reading*. Chicago: University of Chicago Press, 1961. Pp. 72-74.
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## CHAPTER VIII

## EVALUATION OF THE READING PROGRAM

A continuous program of evaluation should be followed. The prime responsibility for coordination rests with the school officials. Evaluation may be initiated by the superintendent, the principal, or a supervisor, and may include an entire school district or be limited to a single school.

## SOME PURPOSES OF EVALUATION

1. Initial evaluation involving a particular group of students allows identification of the strengths and weaknesses in reading skills among these students and determination of overall reading levels. Analysis of test results and informal appraisals will enable the teachers and administrators to devise programs which will capitalize on strengths and alleviate weaknesses.
2. Evaluation can serve as a basis of grouping within a classroom and/or school. While most students will benefit from developmental reading, a number of students at each instructional level may be having some difficulty with reading. Evaluation permits identification of the latter students who should be given corrective reading instruction before being moved into the mainstream of the developmental program.
3. Periodic evaluation during the school year provides opportunities for appraisal of pupil improvement and of the effectiveness

of the reading program in general. The teacher can gain valuable information about his methods and choice of materials from the results of interim evaluations. Such evaluation during the year allows establishment of new goals to meet pupil needs which constantly are changing.

## SOME PRINCIPLES FOR EVALUATION

1. Evaluation should be a joint undertaking of the administration and the teaching personnel.
2. Achievement in silent (and oral) reading should be measured. Study skills and reading in the content areas should be appraised together with the reading interests of the pupils and the amount of recreational reading done.
3. Evaluation of the total reading program includes:
  - a) the evaluation of the individual progress of the pupils in reading skills, abilities, and attitudes
  - b) the evaluation of reading skills required in the content subjects.

## TYPES OF EVALUATION

Evaluation of pupil progress can be assessed through both informal and formal techniques. Informal techniques include oral reading, sight word tests, informal reading inventories to determine reading levels, teacher-made tests of basic skills, and tests accompanying basal reading series and other reading materials. Formal evaluation is generally done with standardized tests.

## STEPS IN EVALUATION

1. The Objectives of the Reading Program Must be Defined - Where a program is being initiated at the school or system level, these objectives will be derived from curriculum outlines while assessments of the students' reading skills may indicate special areas to be emphasized.
2. The Objectives Should be Stated in Terms of Both Teacher and Pupil Behavior - Reading instruction may be integrated and coordinated with ongoing instruction in the content areas wherever relevant. Subsequent evaluation of reading skills applied to specified content areas should then be done within the context of those subjects.
3. Methods and Materials Should be Selected in Relation to the Objectives of the Reading Program - Teaching personnel should be given adequate time and opportunities to assess materials since basic readers, boxed materials, and machines do not comprise the total reading program. Reading consultants and coordinators should be available to provide guidance in choosing materials and methods appropriate to the objectives.

Special emphasis on reading in the content areas is necessary at the secondary school level in terms of both efficient use of available instructional time and adequate motivation on the part of the students. This will necessitate cooperation and communication among all teachers in order that skills introduced in one area are applied in other relevant situations.

Adequate library resources for extension, recreational, and content area reading should be provided to allow the development of a well-rounded reading program.

4. Evaluation Procedures Should be Chosen in Terms of the Objectives - Adequate time should be provided for the teaching personnel to participate in planning evaluation procedures. They should understand what evaluation procedures will be used and why these have been chosen. They need to be fully conversant with the methods to be used for recording and tabulating test data since they will need to use the records in setting up their own instructional programs.

Standardized and informal tests, inventories, records, questionnaires, and teacher observations are some useful sources of data on reading achievement. With assistance and direction from administrators, supervisors, and consultants, the teaching personnel, collectively or in small groups, can make valuable contributions in choosing appropriate evaluation instruments and in determining how data may be recorded.

5. The Evaluation Instruments Should be Administered With Particular Attention to Directions - Adequate time should be provided for administration and scoring of tests and for recording of data.
6. The Results of All Tests Administered and Assessments Made Are Examined in Relation to the Particular Objectives - The strengths and weaknesses of the program should be noted; subsequently, methods and materials may be altered or modified. Administrators and teachers should examine and interpret the test results in relation to the capacity of the pupils under consideration.

## METHODS OF EVALUATION

### 1. Standardized Tests

The following points concerning the use of standardized tests should be noted.

- a) Standardized tests may be used to determine:
  - achievement of objectives of the reading program
  - current status of the class as a whole
  - comparisons with local and national norms
  - current status of individuals
  - types of classroom organization
    - group instruction - initial determination of groups
    - individual instruction - selection of pupils requiring corrective instruction
- b) Standardized reading tests may be classified into three general types: survey tests, survey tests with diagnostic features, and diagnostic tests. The type of test chosen depends entirely on the purpose for administering it. Tests measure various skills, and it is important that specimen sets of tests, not only brochures, be examined before a decision is made to use any particular test or tests.

- c) The type of response required on the test should be appraised. Questions requiring multiple choice or true-false answers may not demand the same type of response from a pupil as one which involves the formulation and writing of the answer by the pupil himself. Vocabulary tests, for example, often measure word recognition rather than word meaning. The method of answering must be taken into account in determining the usefulness of the test in evaluating specified objectives and, therefore, should be carefully examined.
- d) Most standardized tests have adequate validity and reliability, but the following criteria for selection might also be used:
  - clear directions
  - applicable norms
  - ease and practicability of administration, scoring, and interpretation
  - suitable grade range
  - copyright date
  - number of levels and forms
  - cost
  - time needed for administration

Reviewers' opinions of tests in sources such as *The Mental Measurements Handbook* by Buros should also be consulted and taken into consideration.

- e) Standardized tests must be administered and scored EXACTLY according to directions if norms are to be applied.
- f) Results of standardized tests for individuals, classes, and the total school should be thoroughly examined. The primary purpose of giving tests is that the results should be useful to both administrators and teachers in planning the continuing program. An examination of the types of mistakes made by the pupils is of major importance to the teacher in diagnosing the strengths and weaknesses of his teaching. Results tabulated, filed, and never used have little purpose.

An easily interpretable student response profile, particularly one developed by the teaching personnel, could facilitate the use of information derived from tests.

## 2. Informal Testing

Different forms of teacher-made tests should be used frequently to evaluate pupil progress in the mastery of specific skills. The following informal tests are useful:

- a) Checklists and/or reading inventories for oral reading, sight words, and word recognition skills.
- b) Exercises prepared by the teacher or chosen from workbooks to measure any unit of learning or to assess achievement of short term instructional goals.
- c) Oral and written check of understanding of vocabulary. Awareness of multiple meanings of words and the ability to give precise definitions, particularly in content areas, should be appraised. The ability to use

dictionaries and glossaries should also be checked.

- d) Occasions demanding reading for different purposes to ascertain whether pupils are adapting their methods of reading to suit both materials and purposes.
- e) Analyses of errors in spelling and written work to ascertain ability to transfer the skills of reading, particularly word analysis skills.

## 3. Observation

Teacher observation of success and difficulties encountered in reading situations should be made at definite intervals. The teachers should agree beforehand on the form and method of recording these observations in order that observations can be quickly noted and are in a form readily interpreted by all personnel. The following are some of the attitudes and habits that indicate extent of pupil success and which might be included in a profile of observations:

- a) Interest in assignments which require reading.
- b) Amount of enthusiasm shown when approaching reading assignments.
- c) Speed in completing assignments which require reading.
- d) Ability to follow written instructions.
- e) Willingness to participate in class discussions based on materials read.
- f) Interest in and ability to carry out independent projects involving reading. The variety of sources consulted should also be noted.

#### 4. Records and Questionnaires

Records and questionnaires made both by the teacher and the pupils should also be used in assessing the reading program. Use might be made of the following:

- a) book lists to show the number of books read by individual students, and the total number read by different classes, in order to estimate the amount of reading being done
- b) inventories of the types of books read, in order to assess the quality and variety of the materials used
- c) checklists and questionnaires which indicate the amount of time spent outside school on reading, the frequency of the use of books or other reading materials in subject matter fields
- d) a record of the general methods used in teaching, for example, the type and amount of grouping and the flexibility of and reasons for grouping
- e) recording of reading skills emphasized in content areas and the approximate amount of time spent to assure adequate mastery of skills by the students; the degree of integration and coordination of reading skills with ongoing instruction in content areas could also be noted

#### THE ROLE OF THE ADMINISTRATOR

The roles of the administrator and teacher in the evaluation program are complementary but distinct. The following list suggests some of the aspects for which the administrator should assume responsibility.

1. The administrator ensures that the philosophy of the reading program is clear and that the evaluation measures are considered in relation to this philosophy. Objectives of the testing program must reflect accurately the scope and nature of the instructional program in reading.
2. The administrator is responsible for initiating and carrying through the evaluation program. He should see that at each point the steps are clarified and that the teachers are aware of the sequence of evaluation.
3. He should cooperate with teachers in the provision and selection of materials and suitable instructional practices which will implement all the aspects of the program as outlined in the earlier part of this Handbook. Workshop sessions and in-service programs will be of particular importance for all teachers involved in reading programs.
4. In consultation with the teachers and with assistance from consultants and coordinators, the administrator should be responsible for selecting, ordering, and distributing any standardized tests which are used. In order to ensure uniformity of administration, he should provide adequate opportunity prior to testing, for teachers to become acquainted with the testing procedures. Directions must be followed exactly if norms are to be applied to results. Consideration might be given to tape recorded directions as a method of standardizing administration of tests.

Teachers could also be involved in determining how test results are to be assembled, tabulated, and recorded, since they will have to carry out the procedures and make use of the data gathered.

5. The administrator should arrange for an adequate schedule of times for the administration of the evaluation measures. School and system-wide programs of formal evaluation frequently require special timetable arrangements.
6. He should provide adequate personnel for the administrative scoring, and interpretive phases of the evaluation program. These provisions may range from specialized professional persons through to basic clerical staff assistance.
7. He should schedule sufficient meetings prior and subsequent to the evaluation period to ensure effective organization and implementation of the program as well as suitable follow-up procedures. This might entail fairly extensive in-service activities.
8. As a result of discussion of evaluation of the total reading program, the administrator should make certain that both the strengths and weaknesses of the program are revealed. He should make sure that steps are undertaken to identify and initiate practices which will improve the program.
9. The administrator is responsible for supervising the teaching personnel and determining the extent to which agreed practices are carried out by the classroom teacher.
10. He must ascertain that there is a balance in both the reading program and testing program so that all facets of the program suggested in this Handbook are given adequate emphasis. Evaluation

of special reading abilities pertinent to content area subjects needs to be done regularly in addition to use of standardized tests.

11. As a result of evaluation, the administrator may feel that in-service training is indicated. He should undertake the organization of such a program. He should also assume the major responsibility for promoting the reading program within his school.
12. The administrator has the main responsibility for maintaining good public relations. With every change in the school program it is important that the parents should be kept informed. Report cards should include all that is essential for the parent to understand concerning the pupil's progress in reading. Reading reports may include the level of reading in relation to grade level and ability, extent of progress and effort, attitude and interest. Consideration might also be given to reading reports separate from the regular report card.

#### THE ROLE OF THE TEACHER

The effectiveness of any instructional program, including reading, depends ultimately upon the individual teacher in each classroom. All teachers should be aware of the following professional obligations:

1. Involvement in Planning Procedures - The teacher may participate in choosing evaluation instruments where such involvement is encouraged by the administration. He should participate in the planning of evaluation for his school and class in order that he will know:
  - a) why particular tests have been chosen

- b) what information can be gained from the evaluation instruments
  - c) how information from tests will be recorded
  - d) how the tests are to be administered
2. Doing Ongoing Evaluation - A teacher should maintain a continuing evaluation of his teaching, including that done in reading. Informal evaluation permits assessment of pupils' progress and yields valuable information about what to teach, when to teach it, and the most effective teaching procedures to use. Frequent use of check-lists of reading skills, preferably devised by a group of teachers, can allow a systematic check of reading progress.
3. Record-keeping - Permanent Records - Cumulative records should be kept up to date by the teacher. The cumulative record should contain results of informal and standardized tests, teacher observations, and reports of particular problems the student may be having in the classroom. The records should be consulted frequently as a source of information for modification or adaptation of the instructional program. They should be readily accessible to the teacher but should also be carefully safeguarded.

#### THE ROLE OF OTHER SCHOOL PERSONNEL

1. The Reading Consultant or Reading Supervisor -
- a) May provide assistance to principals and teachers in selecting, ordering, and distributing standardized tests for evaluation purposes.

#### 2. The Reading Coordinator -

- a) Participates in selection and administration of reading tests.
- b) Assists the principal and teachers in interpretation of test results and in establishing subsequent objectives of the reading program.

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*Reading Evaluation*. New York: Ronald Press Co., 1961.
- Government of the Province of Alberta, Department of Education. *A Reading Handbook*. Edmonton, Alberta: The Queen's Printer, 1968.
- Karlin, Robert. *Teaching Reading in High School*. Indianapolis: Bobbs-Merrill Co., Inc., 1964.
- Weiss, M. Jerry (ed.). *Reading in the Secondary Schools*. New York: Odyssey Press, Inc., 1962.



## APPENDIX I

## SUGGESTED STANDARDIZED READING TESTS

Note: Prices are subject to change.

## GENERAL SURVEY TESTS

*Brown-Carlson Listening Comprehension Test*

J. I. Brown, G. R. Carlson  
Harcourt, Brace & World, Inc.  
1955

Grades 9-13, two forms, 50 minutes.  
Tests immediate recall, following  
directions, recognizing transitions,  
word meanings, lecture comprehension.  
Cost: \$4.00 per 20 tests, \$1.90 per  
35 I.B.M. answer sheets, 20¢ per  
scoring stencil, 30¢ per manual, 60¢  
per specimen set.

*Canadian Tests of Basic Skills*

E. M. King, E. F. Lindquist,  
A. N. Hieronymus  
Thomas Nelson & Sons  
1967

Grades 3-8, two forms, 80 minutes -  
Canadian norms. Measures vocabulary  
and comprehension. Cost: 94¢ per  
test booklet, \$2.50 per teacher's  
manual, \$1.65 per administrator's  
manual, \$1.00 per 100 I.B.M. answer  
sheets.

*Davis Reading Test*

F. B. Davis, C. C. Davis  
The Psychological Corporation  
1961-62

Grades 8-11, four forms, 40 (55)  
minutes. Measures level of compre-  
hension and speed of comprehension.  
Cost: \$3.50 per 25 tests, \$2.00 per  
50 I.B.M. answer sheets, 50¢ per set  
of scoring stencils and manual, 75¢  
per specimen set.

*Diagnostic Reading Tests Survey Section -  
Upper Level*

G. D. Spache, F. O. Triggs, A. E. Traxler,  
R. M. Beer, A. Townsend, F. L. Westover  
The Committee on Diagnostic Reading Tests,  
Inc.

1966

Grades 7-13, eight forms, 40-45 minutes.  
Measures vocabulary, rate and levels of  
comprehension. Cost: 50¢ per test,  
50¢ per manual of instructions.

*Gates Reading Survey*

A. I. Gates  
Bureau of Publications, Columbia  
1960

Grades 3-10, three forms, 50-60 minutes.  
Vocabulary and comprehension plus  
measures of rate and accuracy. Cost:  
\$2.75 per 35 tests, \$1.25 per 35 I.B.M.  
answer sheets, \$1.00 per set of scoring  
stencils, \$1.00 per specimen set.

*Iowa Silent Reading Tests*

H. A. Greene, A. N. Jorgenson, V. H. Kelley  
Harcourt, Brace & World, Inc.  
1956

Grades 4-8 and 9-13, four forms, 45-60  
minutes. Comprehension of words, sentences,  
paragraphs, rate of reading, skill in  
alphabetizing and indexing. Cost:  
\$5.40 per 35 tests, \$8.00 per 100 M.R.C.  
answer sheets, \$1.60 per set of M.R.C.  
stencils for hand scoring.

*Kelley-Greene Reading Comprehension Test*

V. H. Kelley, H. A. Greene  
Harcourt, Brace & World, Inc.  
1953-55

Grades 9-13, two forms, 63-75 minutes,  
two sessions advised. Paragraph  
comprehension, directed reading,  
retention of details, and rate.  
Cost: \$5.35 per 35 tests, \$1.70 per 35  
I.B.M. answer sheets.

*Nelson Silent Reading Tests - Revised Edition*

J. M. Nelson  
Houghton Mifflin Co.  
1962

Grades 3-9, two forms, 30 minutes. Vocabulary  
and comprehension. Cost: \$4.95 per 35  
tests, \$3.30 per 100 I.B.M. answer sheets,  
42¢ per set of scoring stencils, 42¢ per  
manual, 84¢ per specimen set.

*The Nelson-Denny Reading Tests*

J. M. Nelson, E.C. Denny  
Houghton Mifflin Co.  
1960

Grades 9-16, two forms, 30 minutes.  
Vocabulary and paragraph comprehension.  
Cost: \$4.20 per 35 tests, \$3.15 per 100  
I.B.M. answer sheets, 45¢ per scoring  
stencils, 75¢ per specimen set.

*Reading Comprehension - Cooperative English Test*

F. B. Davis, H. V. Kins, M. Willis,  
C. Derrick, H. R. Neville, J. M.  
Bradford, G. Spalding  
Cooperative Test Division, Educational  
Testing Service

1960

Grades 9-12, three forms, 40-45 minutes.  
Tests vocabulary, speed and level of

comprehension. Cost: \$4.00 per 20  
tests, \$1.00 per 20 I.B.M. scoring  
sheets, \$1.00 per manual of inter-  
pretation, 25¢ per scoring stencil,  
\$2.00 per specimen set.

*Sequential Tests of Educational Progress - Reading Test*

Cooperative Test Division, Educational  
Testing Service  
1963

Grades 4-12 (4-6, 7-9, 10-12), two  
forms per level, 45-60 minutes. Tests  
vocabulary, speed and level of  
comprehension. Cost: \$4.00 per 20  
tests, \$1.00 per 20 I.B.M. answer  
sheets, 25¢ per scoring stencils,  
\$1.00 per teacher's guide, \$2.00 per  
specimen set.

*Sequential Tests of Educational Progress - Listening Test*

Cooperative Test Division, Education  
Testing Services  
1963

Grades 4-12 (4-6, 7-9, 10-12), two forms  
per level, 45-50 minutes. Tests  
immediate recall, following directions,  
recognizing transitions, word mean-  
ings, lecture comprehension. Cost:  
\$4.00 per 20 tests, \$1.00 per 20  
I.B.M. answer sheets, 25¢ per scoring  
stencils, \$1.00 per teacher's guide,  
\$2.00 per specimen set.

*Stanford Achievement Test - Reading*

T. L. Kelley, G. M. Ruch, L. M. Terman  
Harcourt, Brace & World, Inc.

1964

Grades 4-6, 7-9, two or more forms  
per level, 40-45 minutes. Tests  
paragraph comprehension and  
vocabulary. Cost: \$4.00 per 35  
tests, \$1.50 per 35 I.B.M. answer  
sheets, 20¢ per scoring stencil,  
40¢ per specimen set.

*Tests of Study Skills*

J. W. Edgar, H. T. Manuel  
Stech Company

1940

Grades 4-9, two forms, 60-70  
minutes. Use of references,  
reading graphs, tables, map,  
critical inference. Cost: \$2.50  
per 30 tests, 1 1/2¢ per I.B.M.  
answer sheet, 30¢ per scoring  
stencil, 25¢ per specimen set.

*Van Wagenen Comprehensive Reading Scales*

M. J. Van Wagenen  
Psycho-Educational Research Laboratories  
1953

Grades 4-12 (separated as follows:  
4-8, 9 and 10, 11 and 12), one form,  
untimed. Paragraph comprehension:  
grasping central thought, noting  
details, ideas spread over several  
sentences, inferences and inter-  
pretation. Each division may be  
obtained separately.

DIAGNOSTIC READING TESTS

*California Phonics Survey*

California Test Bureau

1956-63

Grades 7-12, two forms, 40-45 minutes.  
Diagnostic word recognition test.  
Cost: \$5.95 per tape, \$3.50 per 35  
tests, 5¢ per 1 I.B.M. answer sheet,  
\$1.80 for scoring stencils.

*Diagnostic Reading Scales*

G. Spache

California Test Bureau

Grades 1-9, one form individual test,  
one hour. Evaluates speed,  
comprehension, vocabulary, word  
attack. Cost: \$1.00 per test,  
\$8.75 per 35 record booklets and  
manual.

*Gilmore Oral Reading Test*

J. V. Gilmore

Harcourt, Brace & World, Inc.

1952

Grades 1-8, two forms, 15-20 minutes.  
Tests comprehension, rate and accuracy  
of oral reading. Analysis of errors  
used to diagnose reading difficulties.  
Cost: \$1.70 per set of reading  
paragraphs, \$2.10 per 35 record blanks,  
50¢ per manual, 50¢ per specimen set.

*Gray Oral Reading Test*

W. S. Gray

Bobbs-Merrill Co., Inc.

1963

Grades 1-16, four forms, 15-20 minutes.  
Tests comprehension, rate and accuracy  
of oral reading. Analysis of errors used  
to diagnose reading difficulties. Cost:  
\$1.60 per reading passage book, \$3.20  
per set of 35 record books and manual.

*Roswell-Chall Diagnostic Reading Test of Word Analysis Skills*

Essay Press

1956-59

Grades 2-6, two forms, 5-10 minutes.

Measures word analysis skills.

Cost: \$2.60 per 35 tests, 50¢ per specimen set.

*Silent Reading Diagnostic Tests*

G. L. Bond, R. Clymer, C. J. Hoyt

Lyons & Carnahan

1955

Grades 3-8, one form, time - about

90 minutes in two sessions. Measures

recognition of words in isolation and

in context, recognition of reversible

words in context, locating elements,

syllabication, locating root words,

word elements, beginning sounds,

rhyming words, letter sounds, and word

synthesis. Cost: \$4.00 per 20 tests,

\$1.00 per 100 tabulation sheets, 40¢

per specimen set.

*Wepman Auditory Discrimination Test*

Wepman

Grades K-5, two forms, individual test,

10 minutes. Measures auditory

discrimination.

INFORMAL READING INVENTORIES

For a detailed account of Informal Reading Inventories, their use and construction, refer to:

Marksheffel, N. D. *Better Reading in the Secondary School: Principles & Procedures for Teachers*. New York: Ronald Press Co., 1966. Pp. 88-106.

ADDRESSES OF TEST DISTRIBUTORS

Bobbs-Merrill Co., Inc.

c/o Thomas Allen & Son Ltd.

50 Prince Andrew Place

Don Mills, Ontario

Bureau of Publications

Teachers College

Columbia University

New York, New York

Cooperative Test Division

Educational Testing Services

4640 Hollywood Boulevard

Los Angeles 27, California

Harcourt, Brace & World, Inc.

c/o Longmans Canada Ltd.

55 Barber Greene Road

Don Mills, Ontario

Houghton Mifflin Co.

c/o Thomas Allen & Son Ltd.

50 Prince Andrew Place

Don Mills, Ontario

Lyons & Carnahan

c/o The Ryerson Press

299 Queen Street W.

Toronto, Ontario

McGraw-Hill Co. of Canada Ltd.

330 Progress Avenue

Scarborough, Ontario

Stech Co.

c/o The Ryerson Press

299 Queen Street W.

Toronto 2B, Ontario

● The Committee on Diagnostic Reading Tests, Inc.  
c/o Associated Visual Services Ltd.  
1590 West 4th Avenue  
Vancouver 9, British Columbia

● The Psychological Corporation  
304 East 45th Street  
New York 17, New York

● The Ronald Press Co.  
c/o Smithers & Bonellie Ltd.  
56 Esplanade Street  
Toronto 1, Ontario

● Thomas Nelson & Sons (Canada) Ltd.  
81 Curlew Drive  
Don Mills, Ontario

● Wepman  
950 East 59th Street  
Chicago, Illinois

## APPENDIX II

## CLASSROOM ORGANIZATION FOR READING

One of the greatest problems related to reading is finding the most efficient organization of the class to provide the best instruction and use of materials, and at the same time to meet the reading needs of each pupil in the school. Different types of organization may be used to overcome this problem, and students may be grouped according to need and purpose. It should be kept in mind that the most important concept in any organization plans is flexibility.

## GROUPING WITHIN THE CLASSROOM

1. Whole Class Instruction

Sometimes it is necessary to address the entire class as a unit:

- a) when introducing a new unit or new topic
- b) when reviewing certain concepts in areas where all, or nearly all of the students have shown deficiency in a skill or its application

2. Grouping Within The Class

- a) Achievement Grouping - based on the student's reading level. This level may be determined by standardized tests, informal tests, and the student's reading record in the cumulative record card.

- b) Research Grouping - when two or more students are curious enough to want to research a topic and report to the class. This is most likely to be used in the regular classroom when the content area subjects are being taught.
- c) Interest Grouping - when the student uses his interest in hobbies and activities and pursues this interest through reading.
- d) Special Needs Grouping - or skill building in a specific area, e.g., word attack or reading flexibility.
- e) Team Grouping - in which two or more students work together as a team when attempting a difficult task.

At times it may be possible to group several classes of students according to need, achievement, interests, etc. Thus, several teachers may each take a group of students drawn from several classes on one of these bases: usually grouping is done according to some specific need, e.g., vocabulary building, comprehension, etc.

3. Individualized Instruction

This is perhaps the most effective method of recognizing the wide range of reading abilities and meeting the various needs of students in the classroom. Each student receives instruction and materials geared to his needs and at his level, rather than the "average" needs and level of his group.

One of the important keys to effective reading instruction, then, is flexibility of classroom organizations, so that the program may include whole class activities, specialized activities for small groups, and individualized instruction for specific personal needs. There is no one "best plan". Every school has its own philosophy; other factors influencing reading instruction are range of reading abilities, size of classes, pupils' experiences in group work, and the competence of the teachers. The ultimate goal is that of assuring EVERY student the highest level of reading achievement of which he is capable.

#### SPECIAL READING INSTRUCTION

Provision should be made for specialized work with remedial and enrichment groups in addition to regular classroom instruction. These groups may consist of children from several classrooms who have similar needs which must be met specifically. These programs of remedial work or enrichment may be carried out by regular staff members, or by a special visiting instructor who works in several schools. However, care must be taken to ensure that any special instruction is correlated with regular classroom work for each child in the group.

## APPENDIX III

## SUGGESTED READING MATERIALS FOR SECONDARY SCHOOL

Note: Prices are subject to change.

## MATERIALS FOR WORD RECOGNITION

- Cosper, Russell, and E. G. Griffin. *Toward Better Reading Skill*. Third edition. Appleton-Century-Crofts.
- Covell, H. M., and J. McGechaen. *Effective Reading*. Books 1-4. Ryerson/Macmillan, 1968.
- Covell, H.M., and J. McGechaen. *Reading Study*. Books 1-3. The Macmillan Co. of Canada Ltd.
- Gainsburg, J. C. *Advanced Skills in Reading*. Books 1-3 (and Teacher's Annotated Editions). Collier-Macmillan Canada, Ltd., 1967.
- Gilbert, D. W. *Breaking the Reading Barrier*. Prentice-Hall of Canada Ltd., 1959.
- Gilmartin, J. G. *Building Your Vocabulary*. Prentice-Hall of Canada Ltd., 1952.
- Gray, W. S., M. Monroe, and A. S. Artley. *Basic Reading Skills for Junior High School Use*. W. J. Gage Ltd., 1957.
- Herr, S. E. *Improving Your Reading Through Phonics*. E. R. A. Publishers, Inc.
- Kottmeyer, W., and K. Ware. *Basic Goals in Spelling*. Grade VII, VIII. McGraw-Hill Co. of Canada Ltd. and The School Book Branch, 1964.
- Malsbary, D.R. *Spelling and Word Power*. Prentice-Hall of Canada Ltd., 1964.
- Niles, O. S., D. K. Bracken, et al. *Tactics in Reading*. Books I, II. W. J. Gage Ltd., 1965.
- Norwood, J. E. *Concerning Words and Phrasing*. Prentice-Hall of Canada Ltd., 1956.
- Roberts, C. *Word Attack*. Longmans Canada Ltd., 1956.
- ✓ Rudd, J. *Word Attack Manual*. Teachers' College Press.
- Schumacker, M., G. B. Schick, and B. Schmidt. *Design for Good Reading*. Level I, II. Longmans Canada Ltd., 1962.
- Smith, N. B. *Be A Better Reader Series*. Books 1-6. Prentice-Hall of Canada Ltd. and The School Book Branch, 1960-63.
- Witty, P. *How to Become A Better Reader*. Science Research Associates (Canada) Ltd., 1953.
- \_\_\_\_\_, and E. Grotberg. *Developing Your Vocabulary*. Science Research Associates (Canada) Ltd.

## MATERIALS FOR WORD MEANING

- Coleman, J.H., and A. Jungeblut. *Reading for Meaning*. J. B. Lippincott Co. of Canada Ltd., 1962-65.

Covell, H. M., and J. McGechaen. *Effective Reading*. Books 1-4. Ryerson/Macmillan, 1968.

Covell, H.M., and J. McGechaen. *Reading Study*. The Macmillan Co. of Canada Ltd.

Funk, W. *Toward Better Reading Skills: 25 Magic Steps to Word Power*. Wilfred Funk, Inc.

\_\_\_\_\_. *Word Origins and Their Meanings*. Wilfred Funk, Inc., 1950.

Gainsburg, J.C. *Advanced Skills in Reading*. Books 1-3 (and Teachers' Annotated Editions). Collier-Macmillan Canada, Ltd., 1967.

Gilbert, D.W. *Breaking the Reading Barrier*. Prentice-Hall of Canada Ltd., 1959.

Gray, W.S., M. Monroe, and A. S. Artley. *Basic Reading Skills for Junior High School Use*. W. J. Gage Ltd., 1957.

Kottmeyer, W., and K. Ware. *Basic Goals in Spelling*. Grades VII, VIII. McGraw-Hill Co. of Canada Ltd. and The School Book Branch, 1964.

Malsbary, D.R. *Spelling and Word Power*. Prentice-Hall of Canada Ltd., 1965.

Niles, O.S., D. K. Bracken, et al. *Tactics in Reading*. Books I, II. W. J. Gage Ltd., 1965.

Norwood, J. E. *Concerning Words and Phrasing*. Prentice-Hall of Canada Ltd., 1956.

Readers' Digest. *Advanced Reading Skill Builder*. Books 1-4. Thomas Nelson & Sons (Canada) Ltd.

Roberts, C. *Word Attack*. Longmans Canada Ltd., 1956.

Schumacker, M., G. B. Schick, and B. Schmidt. *Design for Good Reading*. Level I, II. Longmans Canada Ltd., 1962.

Shafer, R., A. McDonald, and J. Simmons. *Success in Reading*. Books 1-6, Grades VII-IX. W. J. Gage Ltd., 1967.

Smith, N.B. *Be A Better Reader Series*. Books 1-6. Prentice-Hall of Canada Ltd. and The School Book Branch, 1960-63.

Taylor, S.E., H. Frackenpohl, et al. *Word Clues*. Books G-M, Grades VII-XIV. Educational Developmental Laboratories, 1961.

Witty, P., and E. Grotberg. *Developing Your Vocabulary*. Science Research Associates (Canada) Ltd.

#### MATERIALS FOR COMPREHENSION

Coleman, J.H., and A. Jungeblut. *Reading for Meaning*. J. B. Lippincott Co. of Canada Ltd., 1962-65.

Covell, H.M., and J. McGechaen. *Effective Reading*. Books 1-4. Ryerson/Macmillan, 1968.

Covell, H.M., and J. McGechaen. *Reading Study*. The Macmillan Co. of Canada Ltd.

Fry, E. *Reading Faster*. (A Drill Book.) The Macmillan Co. of Canada Ltd., 1965.

Funk, W. *Toward Better Reading Skills*. Wilfred Funk, Inc.

Gainsburg, J.C. *Advanced Skills in Reading*. Books 1-3 (and Teacher's Annotated Reading). Collier-Macmillan Canada, Ltd., 1967.

Gilbert, D.W. *Breaking the Reading Barrier*. Prentice-Hall of Canada Ltd., 1959.

\_\_\_\_\_. *Power and Speed in Reading*. Prentice-Hall of Canada Ltd., 1956.

Gray, W.S., M. Monroe, and A. S. Artley. *Basic Reading Skills for Junior High School Use*. W. J. Gage Ltd., 1957.

McCall, W.A., and L. M. Crabbs. *Standard Test Lessons in Reading*. Teachers' College Press, 1961.

Niles, O.S., D. K. Bracken, et al. *Tactics in Reading*. Books I, II. W. J. Gage Ltd., 1965.

Readers' Digest. *Advanced Reading Skill Builders*. Books 1-4. Thomas Nelson & Sons (Canada) Ltd.

Schumacker, M., G. B. Schick, and B. Schmidt. *Design for Good Reading*. Longmans Canada Ltd., 1962.

Shafer, R., A. McDonald, and J. Simmons. *Success in Reading*. Books 1-6, Grades VII-IX. W. J. Gage Ltd., 1967.

Simpson, E.A. *Better Reading Books Series*. Books I-III. Science Research Associates (Canada) Ltd., 1962.

Smith, N.B. *Be A Better Reader Series*. Books 1-6. Prentice Hall of Canada Ltd. and The School Book Branch, 1960-63.

Spache, G.D., and P.C. Berg. *The Art of Efficient Reading*. The Macmillan Co. of Canada Ltd., 1955.

Strang, R., et al. *Study Type of Reading Exercises for Secondary Schools*. Revised edition. Teachers' College Press, 1956.

Wainwright, G. *Towards Efficiency in Reading*. The Macmillan Co. of Canada Ltd.

#### MATERIALS FOR STUDY SKILLS

Covell, H.M., and J. McGechaen. *Effective Reading*. Books 1-4. Ryerson/Macmillan, 1968.

Covell, H.M., and J. McGechaen. *Reading Study*. Books 1-3. The Macmillan Co. of Canada Ltd.

Gainsburg, J.C. *Advanced Skills in Reading*. Books 1-3 (and Teacher's Annotated Editions). Collier-Macmillan Canada, Ltd., 1967.

Gray, W.S., M. Monroe, and A.S. Artley. *Basic Reading Skills for Junior High School Use*. W. J. Gage Ltd., 1957.

Jones, E.S. *Improvement of Study Habits*. Henry Stewart, Inc., 1951.

Preston, and Botel. *How to Study*. Science Research Associates (Canada) Ltd.

Smith, N.B. *Be A Better Reader Series*. Books 1-6. Prentice-Hall of Canada Ltd. and The School Book Branch, 1960-63.

#### MATERIALS FOR READING FLEXIBILITY

Covell, H.M., and J. McGechaen. *Effective Reading*. Books 1-4. Ryerson/Macmillan, 1968.

Covell, H.M., and J. McGechaen. *Reading Study*. Books 1-3. The Macmillan Co. of Canada Ltd.

Fry, E. *Reading Faster*. (A Drill Book.)  
The Macmillan Co. of Canada Ltd., 1965.

Gilbert, D.W. *Breaking the Reading Barrier*.  
Prentice-Hall of Canada Ltd., 1959.

\_\_\_\_\_. *Power and Speed in Reading*.  
Prentice-Hall of Canada Ltd., 1956.

Shafer, R., A. McDonald, and J. Simmons.  
*Success in Reading*. Books 1-6, Grades  
VII-IX. W. J. Gage Ltd., 1967.

Smith, N.B. *Be A Better Reader Series*.  
Books 1-6. Prentice-Hall of Canada Ltd.  
and The School Book Branch, 1960-63.

Spache, G.D., and P.C. Berg. *The Art of Efficient  
Reading*. The Macmillan Co. of Canada Ltd.,  
1955.

Wainwright, G. *Towards Efficiency in Reading*.  
The Macmillan Co. of Canada Ltd.

Wood, E.W., and M. W. Barrows. *Reading Skills*.  
Revised edition. Holt, Rinehart & Winston  
of Canada Ltd., 1958.

#### MATERIALS FOR LISTENING

📞 *Listen and Read Tapes*  
Educational Developmental Laboratories  
Tapes accompanied by student workbooks.  
Cost: \$224.00 plus workbooks (\$2.00).

📞 *Listen and Think Tapes*  
Educational Developmental Laboratories  
Tapes accompanied by student workbooks.  
Cost: \$112.00 plus workbooks (\$ .95).

Lewis, A., and R. Nichol. *Speaking and Listening*.  
William C. Brown Co., 1965.

#### MULTI-LEVEL MATERIALS

● *S. R. A. Pilot Library III B*  
Science Research Associates (Canada) Ltd.  
1964  
Cost: \$75 per library.

● *S. R. A. Reading for Understanding -*  
Science Research Associates (Canada) Ltd.  
1961  
General edition. Cost \$50 per kit.

● *S. R. A. Reading Laboratories - III A,  
III B, IV A*  
Science Research Associates (Canada) Ltd.  
1964  
Cost: \$90 per laboratory

● *Study Skills Library - Reference Skills Kit,  
Science Skills Kit, Social Studies Skills  
Kit*  
Educational Developmental Laboratories  
Grades IV-IX. Cost: \$16.50 per kit.

#### READING SERIES

● *Holt Impact Series - I've Got A Name, Cities,  
Larger Than Life, At Your Own Risk*  
Brooks, C.K., and L. Trout  
Holt, Rinehart & Winston of Canada Ltd.  
1968  
Each is accompanied by a teacher's  
guide, a record, and a paperback library  
containing 10 different titles (5 copies  
of each). Cost: \$1.45 per book, \$42.50  
per paperback library, \$6.00 per record,  
\$1.00 per teacher's manual.

*Passport to Reading Series - Outward Bound,  
Over the Horizon, Into Orbit, Full Flight*  
Covell, H.M., and L. R. Godwin  
The Macmillan Co. of Canada Ltd.  
1966

Each title is accompanied by a teacher's manual. Cost: \$2.75 per book.

*Reading for Pleasure Series - Into Orbit,  
Top Flight, On Target*  
Humphreville, F.T., and F. S. Fitzgerald  
W. J. Gage Ltd.  
1961

Each title is accompanied by a teacher's resource book. Cost: \$4.00 per book.

*The Galaxy Series - Thrust, Focus, Vanguard*  
Niles, O.S., et al.  
W. J. Gage Ltd.  
1968

Cost: \$5.25 per book, \$1.60 per teacher's guide book, \$1.50 for Tactics I and II workbooks.

*The Ginn Basic Readers - Discovery Through  
Reading, Exploration Through Reading,  
Achievement Through Reading*  
Russell, D.H., et al.  
Ginn & Co.

Revised editions. Each title is accompanied by a teachers' manual, a student workbook, and a record. Cost: \$5.25 per book, \$1.25 per student workbook, \$12.85 per record, \$3.50 per teachers' manual.

#### MECHANICAL AIDS

##### Controlled Reader

Educational Developmental Laboratories  
This machine requires the use of accompanying filmstrips and student workbooks. Cost: \$330.00 for Controlled Reader, \$86.25 per set of filmstrips, \$2.20 per student workbook.

##### Craig Reader

Craig Research (A Division of Craig Corporation)

This machine requires the use of mounted slides and student workbooks. Cost: \$242.00 for Craig Reader, \$40.00 to \$105.00 for various programs, \$1.25 per student workbook.

##### Projection Reader and Tachistoscopic Attachment

Central Scientific Co. of Canada Ltd.

This machine requires the use of accompanying filmstrips and student workbooks. Cost: \$338.00 for Projection Reader, \$60.00 for Tachistoscopic Attachment, \$89.00 per set of filmstrips, \$2.35 per student workbook.

##### Reading Accelerator

Science Research Associates (Canada) Ltd.

No accompanying student workbook required. Cost: \$70 for metal construction, \$48 for plastic construction.

##### Skimming And Scanning Program

Educational Developmental Laboratories

This program consists of a skimming machine, reuseable workbook, and teachers' manual. Cost: \$58.80 for skimmer, \$5.50 per reuseable workbook, \$2.75 per teachers' manual.

##### Tachistoscope

Educational Developmental Laboratories

This machine requires the use of accompanying filmstrips. Cost: \$240.00 for Tachistoscope, \$57.50 per set of filmstrips.

## MATERIALS FOR CONTENT AREAS

- Covell, H.M., and J. McGechaen,  
*Effective Reading*. Books 1-4.  
Ryerson/Macmillan, 1968.
- Smith, N.B. *Be A Better Reader*.  
Books 1-4. Prentice-Hall of  
Canada Ltd. and The School Book  
Branch, 1960-63.
- *Scholastic Literary Units*  
Scholastic Book Services  
Cost: \$210 per grade level unit
- *Study Skills Library - Reference Skills*  
*Kit, Science Kit, Social Studies Kit*  
Educational Developmental Laboratories  
Kits available from Grade IV to  
Grade IX level. Cost: \$16.50 per kit.

## PUBLISHERS' ADDRESSES

- Appleton-Century-Crofts, Inc.  
440 Park Avenue South  
New York, New York 10016
- William C. Brown, Co.  
135 South Locust Street  
Dubuque, Iowa 52001
- Cambridge University Press  
c/o The Macmillan Co. of Canada Ltd.  
70 Bond Street  
Toronto 2, Ontario
- Central Scientific Co. of Canada Ltd.  
2200 South Sheridan Way  
Clarkson, Ontario

- Collier-Macmillan Canada Ltd.  
539 Collier-Macmillan Drive  
Galt, Ontario
- Craig Corporation  
c/o Banke Electronics Ltd.  
767 Warden Avenue  
Scarborough, Ontario
- Educational Developmental Laboratories  
c/o Associated Visual Services Ltd.  
1590 West 4th Avenue  
Vancouver 9, British Columbia
- E. R. A. Publishers, Inc.  
Los Angeles, California
- Wilfred Funk, Inc.  
New York, New York
- W. J. Gage Ltd.  
1500 Birchmount Road  
Scarborough, Ontario
- Ginn & Co.  
35 Mobile Drive  
Toronto 16, Ontario
- Harcourt, Brace & World, Inc.  
c/o Longmans Canada Ltd.  
55 Barber Greene Road  
Don Mills, Ontario
- Henry Stewart, Inc.  
249 Bowen Road  
East Aurora, New York 14052
- Holt, Rinehart & Winston of Canada Ltd.  
833 Oxford Street  
Toronto 18, Ontario

- J. B. Lippincott Co. of Canada Ltd.  
c/o McClelland & Stewart Ltd.  
25 Hollinger Road  
Toronto 16, Ontario
- Macmillan Co. of Canada Ltd., The  
70 Bond Street  
Toronto 2, Ontario
- Macmillan/Ryerson  
c/o Macmillan Co. of Canada Ltd., The  
70 Bond Street  
Toronto 2, Ontario
- McGraw-Hill Co. of Canada Ltd.  
330 Progress Avenue  
Scarborough, Ontario
- Prentice-Hall of Canada Ltd.  
1870 Birchmount Road  
Scarborough, Ontario
- Readers' Digest Services, Inc.  
c/o Thomas Nelson & Sons (Canada) Ltd.  
81 Curlew Drive  
Don Mills, Ontario
- Scholastic Book Services  
904 Sylvan Avenue  
Englewood Cliffs, New Jersey 07632
- School Book Branch, The  
10410 - 121 Street  
Edmonton, Alberta
- Science Research Associates (Canada) Ltd.  
44 Prince Andrew Place  
Don Mills, Ontario
- Teachers College Press  
Columbia University  
525 West 120th Street  
New York, New York 10027

## APPENDIX IV

## SUGGESTED FILMS IN THE READING PROGRAM

## HOW TO IMPROVE READING AND STUDY - Films

- ✧ *A Book for You*  
McGraw-Hill Co. of Canada Ltd.  
1959  
Junior high, 17 minutes, B.W.
- ✧ *Developing Reading Maturity: Comparative Reading*
- ✧ *Developing Reading Maturity: Critical Evaluation*
- ✧ *Developing Reading Maturity: Interpreting Meaning*
- ✧ *Developing Reading Maturity: The Mature Reader*
- ✧ *Developing Reading Maturity: Understanding Style*  
  
Coronet Instructional Films  
1965  
Junior high, 11 minutes, B.W. & C.
- ✧ *How Effective Is Your Reading?*  
Coronet Instructional Films  
1954  
Junior high, 11 minutes, B.W. & C.
- ✧ *Improving Study Habits*  
McGraw-Hill Co. of Canada Ltd.  
Junior high, 14 minutes, B.W. & C.

- ✧ *Learning to Study*  
Encyclopaedia Britannica Films Inc.  
1954  
Junior high, 14 minutes, B.W.
- ✧ *Reading Improvement: Comprehension Skills*
- ✧ *Reading Improvement: Defining The Good Reader*
- ✧ *Reading Improvement: Effective Speeds*
- ✧ *Reading Improvement: Word Recognition Skills*  
  
Coronet Instructional Films  
1965  
Junior high, 11 minutes, B.W. & C.

## HOW TO IMPROVE READING AND STUDY - Filmstrips

- ⊞ *How to Study*  
Curriculum Films, Inc.  
1951  
Three filmstrips, each 25 frames, silent with captions, C.
- ⊞ *Improve Your Study Habits*  
Young America Films  
1951  
45 frames, silent with captions, C.

## HOW TO IMPROVE VOCABULARY - Film

- ✧ *Reading Improvement: Vocabulary Skills*  
Coronet Instructional Films  
1965  
B.W. & C.

✧ <i>English Lyrics</i>	- 11 minutes
✧ <i>How to Read Biographies</i>	- 13 1/2 "
✧ <i>How to Read Essays</i>	- 13 1/2 "
✧ <i>How to Read Poetry</i>	- 11 "
✧ <i>Stories</i>	- 13 1/2 "

## HOW TO READ SPECIFIC KINDS OF LITERATURE AND DO SPECIFIC KINDS OF STUDY - Films

- ✧ *Educational Guidance: Basic Study Skills*  
Coronet Instructional Films  
1950-64  
Each of the following, 1 reel, 11 minutes,  
B.W. & C.

- ✧ *Building an Outline*
- ✧ *Find the Information*
- ✧ *Homework: Studying on Your Own*
- ✧ *How to Concentrate*
- ✧ *How to Develop Interest*
- ✧ *How to Judge Authority*
- ✧ *How to Judge Facts*
- ✧ *How to Read a Book*
- ✧ *How to Study*
- ✧ *Importance of Making Notes*
- ✧ *Know Your Library*
- ✧ *Library Organization*
- ✧ *Look It Up! Dictionary Habits*

- ✧ *How to Read Newspapers*  
Coronet Instructional Films  
1951  
11 minutes, B.W. & C.

- ✧ *Literature Appreciation Series*  
Coronet Instructional Films  
1952-65  
B.W. & C.

- ✧ *Reading Maps*  
Encyclopaedia Britannica Films, Inc.  
1955  
11 minutes, B.W.

## HOW TO READ SPECIFIC KINDS OF LITERATURE AND DO SPECIFIC KINDS OF STUDY - Filmstrips

- ⊞ *Learning to Study*  
The Jam Handy Organization  
1952  
Silent with captions, B.W. & C.
 

⊞ <i>Getting Down to Work</i>	34 frames
⊞ <i>Giving a Book Report</i>	29 "
⊞ <i>Reviewing</i>	27 "
⊞ <i>Study Headquarters</i>	33 "
⊞ <i>Taking Notes in Class</i>	29 "
⊞ <i>Using a Textbook</i>	26 "
⊞ <i>Writing a Research Paper</i>	32 "
- ⊞ *Reading a Newspaper*  
Your Lesson Plan Filmstrips  
1955  
52 frames, silent with captions, C.
- ⊞ *Reading for Understanding*  
Pacific Productions, Inc.  
1960  
Silent with captions, C.
 

⊞ <i>Content Clues</i>	32 frames
⊞ <i>Details</i>	27 "
⊞ <i>Details</i>	26 "
⊞ <i>Inferring Meanings</i>	23 "
⊞ <i>Main Ideas</i>	27 "

## ADDRESSES OF FILM COMPANIES

- Coronet Instructional Films  
65 East South Water Street  
Chicago, Ill. 60601
- Curriculum Films, Inc.  
Curriculum Materials Corporation  
1319 Vine Street  
Philadelphia, Pennsylvania
- Encyclopaedia Britannica Films, Inc.  
1150 Wilmette Avenue  
Wilmette, Illinois
- The Jam Handy Organization  
2821 East Grand Boulevard  
Detroit, Michigan
- McGraw-Hill Co. of Canada Ltd.  
330 Progress Avenue  
Scarborough, Ontario
- Pacific Productions, Inc.  
414 Mason Street  
San Francisco, California
- Young American Films  
18 East 42nd Street  
New York, New York 10017
- Your Lesson Plan Filmstrips  
1319 Vine Street  
Philadelphia, Pennsylvania

## APPENDIX V

## SUGGESTED MAGAZINES AND NEWSPAPERS

Note: Prices are subject to change.

● *Animal Kingdom*

New York Zoological Society  
Zoological Park  
New York, New York 10460

A bimonthly publication. Contains popular articles about wild animals. Illustrated in black and white. Shows mammals, birds, reptiles, amphibians, and fishes both in zoological collections and in their native habitats. Cost: \$3.50 per year.

● *Boreal Express, The*

Clarke, Irwin & Co. Ltd.  
791 St. Clair Avenue W.  
Toronto 10, Ontario

Ten issues yearly. Contains historical incidents in modern newspaper format. Written with headline type approach. Cost: \$5.00 per year.

● *Junior Scholastic*

Scholastic Magazines, Inc.  
50 West 44th Street  
New York 36, New York

Published weekly (30 issues). A current affairs magazine. Cost: \$1.25 per student per year.

● *Knowledge*

Knowledge Publications  
37 Hertford Street  
London, W. 1

Published weekly. Contains a wide range of articles in the major content areas. Cost: \$13.50 per year.

● *Know Your World*

American Education Publications  
Education Centre  
1250 Fairwood Avenue  
Columbus, Ohio 43216

A weekly newspaper (30 weeks). Contains current news items, science news, word skill exercises, one short story per issue. Teacher's edition available. Format weak, but material excellent. Cost: \$4.20 per year on less than 10 copies; group subscriptions less.

● *Literary Cavalcade*

Scholastic Magazines, Inc.  
50 West 44th Street  
New York 36, New York

Published monthly (October to May). Has selected short stories, plays, essays, book condensations, poetry, vocabulary tests, crossword puzzles; many contributions from contemporary authors. Cost: \$2.00 per year.

● *New Focus Magazine*

Newsweek Inc.  
350 Dennison Avenue  
Dayton, Ohio 45401

A weekly current events coverage in the form of transparencies.

● *Plays*

Plays, Inc.  
8 Arlington Street  
Boston, Massachusetts 02116

Monthly publications from October to May. Each issue includes plays classified by age of the young people who can produce

them. All are short and call for simple stage settings. Cost: \$7.00 per year.

### *Practical English*

Scholastic Magazines, Inc.  
50 West 44th Street  
New York 36, New York  
Published weekly September to May.  
Articles, stories, reviews of books and movies, suggestions for improving spelling and reading. Cost: \$2.00 per year.

### *Read*

American Education Publications  
Education Centre  
1250 Fairwood Avenue  
Columbus, Ohio 43216  
Published bimonthly. Features articles on current events, people, stamps, sports, science, personal growth, jokes, and manners, as well as a short story, crossword puzzles, etc. Designed to improve student communication skills in the areas of reading, writing, listening, and speaking. Cost: \$2.00 per year.

### *Scholastic Scope*

Scholastic Magazines, Inc.  
50 West 44th Street  
New York 36, New York  
Published weekly September to May.  
Contains short stories, faces and places in the news, sports; excellent topics for class discussion, comprehension, and word attack exercises; also a section entitled "Laugh". Cost: \$1.85 per school year.

### *Science World*

Scholastic Publications  
Richmond Hill, Ontario  
A weekly magazine (September to May).  
Contains articles on general science

natural history, earth and space science; also crossword puzzles and brain teaser activities. Cost: \$2.60 per student per year. Teacher's edition - \$5.20 per year.

### *UNESCO Courier, The*

UNESCO Publications Centre, U.S.A.  
317 East 34th Street  
New York, New York 10016  
Published monthly (11 issues per year).  
Social studies orientated. Cost: \$5.00 per annual subscription.

### *World Affairs Magazine*

World Affairs Press Ltd.  
705 Yonge Street  
Toronto 5, Ontario  
A magazine for students of current events.  
Published monthly (September to June).  
Cost: \$1.25 per student.

### *World Week*

Scholastic Magazines, Inc.  
50 West 44th Street  
New York 36, New York  
Published weekly (30 issues). A current affairs magazine. Cost: \$1.50 per student per year.

### *You and Your World*

American Education Publications  
Education Centre  
1250 Fairwood Avenue  
Columbus, Ohio 43216  
A weekly newspaper (30 weeks). Contains news items related to current events, science activities, sports, vocational discussion material, word building exercises, map interpretation exercises, and a short story in each issue. Teacher's edition available. Format weak, but material excellent. Cost: \$4.20 per year on less than 10 copies; group subscriptions less.

# APPENDIX VI

## SUGGESTED BOOK CLUBS

Note: Prices subject to change.

● Book Society of Canada  
4386 Sheppard Avenue  
Agincourt, Ontario

● Campus Book Club  
Scholastic Book Services  
Richmond Hill, Ontario  
For students of Grades X-XII. Offers  
eighteen paperback books each two  
months. Most titles cost 50¢ or less.  
Dividend plan.

● Junior and Senior Challenges  
American Education Publications, Inc.  
Education Centre  
1250 Fairwood Avenue  
Columbus, Ohio 43216  
Paperback book clubs for Grades VII-IX  
and IX-XII. Offers free book previews,  
teacher's guides, and bonus books.

● School Publications for Reading Enrichment  
Education Reading Services  
E. 64 Midland Avenue  
Paramus, New Jersey

● Teen-Age Book Club  
Scholastic Book Services  
Richmond Hill, Ontario  
The teen-age subscriber may choose one  
or several books each month from sixteen  
of the best pocket-size 25¢ and 35¢ books  
published recently. For every four books  
ordered, one more book is given as a free  
dividend. Basic requirement for a club  
is an order of at least fifteen books.  
Books are previewed in a monthly *TAB News* mailed  
to the club. *Memo to Teachers* gives additional  
suggestions.

● Tempo Books  
Grosset & Dunlop  
51 Madison Avenue  
New York, New York 10010  
Catalog with 180 titles, Grades VI-X.

## APPENDIX VII

## SUGGESTED PROFESSIONAL REFERENCES

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## APPENDIX VIII

## SUGGESTED PROFESSIONAL JOURNALS AND MAGAZINES

Note: Prices are subject to change.

● *English Journal, The*  
The National Council of Teachers of  
English  
508 S. 6th Street  
Champaign, Illinois  
Publication for secondary school  
teachers.

● *English Quarterly, The*  
Canadian Council of Teachers of  
English  
c/o Miss J. Wilson (Sec.-Treas.)  
441 Covert Street  
Oromocto, New Brunswick

● *Journal of Reading, The*  
International Reading Association  
Six Tyre Avenue  
Newark, Delaware 19711

● *Monday Morning*  
53 York Street  
Toronto, Ontario  
Canadian magazine for professional  
teachers. Annual Subscription:  
\$5.00.

● *Reading in High School*  
P. O. Box 75  
College Station  
Pullman, Washington  
A quarterly journal for the improve-  
ment of reading teaching.

● *Reading Improvement*  
Academic Press  
Box 125  
Oshkosh, Wisconsin 54901  
A journal for the improvement of  
reading teaching at the advanced  
level. Published three times a  
year (Fall, Winter, and Spring).  
Annual subscription - \$3.50.

● *Reading Newsreport*  
P. O. Box 8036  
Washington, D.C. 20024  
Published monthly (October to May)  
except December. Annual subscription -  
\$5.00.

● *Reading Research Quarterly*  
International Reading Association  
Six Tyre Avenue  
Newark, Delaware 19711

It is recommended that each school obtain  
a listing of the available International Reading  
Association publications.

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